THE MEN'S CLASS IN ACTION

F. HARVEY MORSE

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F. HARVEY MORSE

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BY

F. HARVEY MORSE

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ST. LOUIS COUNTY SUNDAY SCHOOL ASSOCIATION

ILLUSTRATED
WITH FORMS AND CHARTS

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THE MEN'S CLASS IN ACTION. II

PRINTED IN THE UNITED STATES OF AMERICA

TO MY WIFE

IN ACKNOWLEDGMENT OF HER
SYMPATHETIC COÖPERATION
THIS VOLUME IS
AFFECTIONATELY DEDICATED

PREFACE

This volume was planned with one definite purpose in mind—to furnish "first-aid" to all officers of the organized Men's Bible Class.

In most of the books on Adult work now before Church School workers, the place of the Teacher is magnified—and rightly so. Unfortunately, while the work of the teacher has been given emphasis, that of the other class officers has not been given the attention to which it is properly entitled.

Nine of the fifteen chapters of this volume are devoted to the work of officers other than the Teacher—men upon whom the responsibility for the continued existence of the class depends. The author believes that every class office is important—otherwise it has no justification for being. He believes that only as the work of *all* the officers is emphasized, will Christian Churches develop that lay leadership through which the kingdoms of this world will be transformed into the Kingdom of God.

No attempt has been made in this volume to treat exhaustively the subject of Adult Bible Class Pedagogy—the Teacher of the Men's Class is referred to the splendid treatments contained in the books

suggested in the Bibliography. For the sake of completeness, the work of the Teacher is summarized in two chapters and two additional chapters are devoted to the subject of the class study course. Even in these chapters the writer's purpose has been to supplement rather than to duplicate the work of previous writers—to add certain background material essential to teaching success.

If this book stimulates a greater interest in the work of the Organized Bible Class among men—if it gives the officers a clearer vision of the mighty possibilities of the Men's Class movement—if it motivates them to such action as will truly vitalize the class—then it will have abundantly justified its existence.

The writer acknowledges his indebtedness to the writers of the works listed in the Bibliographies; to Dr. H. E. Tralle, a pioneer of higher ideals in Adult Class Work; to Chester J. Prince, St. Louis Lay Adult Specialist, for valuable suggestions incorporated; to Howard G. Colwell, for ten years teacher of the Third Baptist Agoga Class, St. Louis, who most nearly fulfills the writer's ideals for the Men's Class Teacher; and to those classes that have so kindly furnished forms, advertising, etc., for purpose of illustration.

F. Harvey Morse.

Maplewood, Missouri.

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THE MEN'S CLASS IN ACTION

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Chapter One

ORGANIZING TO SERVE

I: MEN IN THE SUNDAY SCHOOL

BROADLY speaking, men in the Sunday School may be divided into three classes—each class demanding distinctive treatment.

Young Men

First there are the younger men—those whose ages range from eighteen to twenty-five—the period of latter adolescence.

"From various studies it seems clear that there is a time of special religious interest at twenty. Less than one-sixth of the conversions studied took place after twenty. One-half of these, again, were before twenty-five. The chances are a thousand to one against conversion after thirty." [1] The impor-

[1] Weigle, "The Pupil," Chapter VI.

tance of reaching the men of these ages with vital, appealing teaching surely must be apparent to all Christian workers. The ideals of this period, and the characteristic instincts which show themselves at this time, call for distinct types of management, teachings and activities, if the young men are to be held in the School.

The religion of this period is a concrete religion —one that has its natural outpouring in religious *activity*. Unless he be exceptional, narrow theories, tiresome discussions of controversial points and obscure passages of scripture have no interest for the young man. For him there must be practical teachings of Christian living—teachings that apply to the problems confronting him daily.

How is my religion going to help me in my daily work? What bearing has it on my recreations? What relation to the choice of companions and friends? Does it play a part in the selection of a life partner and the building of a Christian home? Has religion a place in the modern industrial, social and political order? These are the questions that he asks and by which he tests his religion.

In winning and holding the young man, the Sunday School must be guided by the psychological characteristics of the period. It must see the flowering social-sex instincts; it must use the natural groupings taking place among its young men;

it must take advantage of the natural interest in organizations, by giving him the right sort of organization in the Sunday Schools; it must recognize the developing traits of leadership and direct them into fields of service.

Early Maturity

In the second place there are the men of early maturity—those from twenty-six to thirty-five. In this group are found a large number of young married men, who because of greater home responsibilities are unable to carry on the elaborate activities of the younger men. On the whole the men are more settled—their viewpoints are more mature—responsibility has stabilized life and character. The practical application of Christianity to modern problems appeals strongly to these men, who in many cases are just on the threshold of business success. For best results, men between these ages should be grouped in a class by themselves.

Later Maturity

Third, come the men of full maturity—those thirty-six and over. This group includes those men who have already achieved a certain amount of business and social success. During these later years social Christianity still has its appeal, but there is also a growth of interest among many, in Bible

doctrines and the more abstract discussions of Biblical theology.

The small school should, if possible, have adult classes graded by these three divisions at least. If only two classes may be had, better unite the ages from twenty-five and up, giving the men from eighteen to twenty-five a separate organization. Of course in larger schools it is possible to sub-divide the several groups on a basis of education, occupation, and religious interest—and it's very desirable that this be done.

II: APPEALING TO MEN THROUGH ORGANIZATION

As the boy enters the period of latter adolescence, he becomes conscious that organization exists everywhere—in the home, in the high school and college, in the social order, in business, in the great political parties, in the fraternal orders and in religion. He feels within himself the surge of a dynamic that assures him that he, too, is capable of doing great things. He wants to have some part in the work of the Church and Sunday School—not be merely a passive on-looker. As he develops in business he will respect more and more the church which adopts business methods in its work. If the church and school will but recognize this potential force, harness it early and keep it harnessed by means

of class organization the problem of getting and holding men will cease to be a problem. Organization, while not a panacea for all ills, is a substantial foundation upon which may be built a sound structure that will be of inestimable value to the School, the Church, the community and the Kingdom.

Characteristics of Organization[1]

An organization usually has a small beginning. Christ started Christianity that way. The fact that only a few men are interested in an organized Bible Class should deter no one from starting such a class. No class need remain small for long.

An organization needs care and nurture in the beginning. So does the men's Bible Class. The manner of cultivating the young, delicate religious plant will be outlined in later chapters.

The element of time must be considered—large organizations are not built in a day. Patience is an essential in building the men's Bible Class—on the part of the teacher in planning how best to appeal to the members, and on the part of members who look for rapid growth.

Organizations go from the simple to the complex, as they strive to accommodate themselves to their

[1] For the basis of this statement regarding organization, and the one on page 74, "Balancing the Course," the author is indebted to Mr. C. J. Prince, Adult Specialist, St. Louis.

environment. As the class grows in health and strength by meeting local conditions its organization is necessarily expanded.

The value of the organization to the individual lies in the spirit of interdependence developed. Paul shows the value of this characteristic in his wonderful discourse on the relation of the parts of the body (I Cor. 12); Christ emphasizes it in His picture of the vine and its branches (John 15: 1-8). Coöperation among members induces smoothness of action; if it is lacking an organization soon ceases to function.

The common fate of organization is death, yet through death the living plant is reproduced to flower more beautifully. The test of the organized Bible Class is that it is dying weekly, as its members go out into the larger work of the church and community. But through death comes new life.

The Value of Class Organization

Successful business is built upon a basis of proper organization; so, too, is the successful Bible Class. Organization is conducive to class growth—the history of classes in all sections is proof of this statement. The invitation of a teacher may secure members for the class, but systematic efforts of the members themselves secure maximum results. Men can usually reach other men when all efforts of

teacher and Pastor have failed. Organized co-operative recruiting methods are much more effective than haphazard individual endeavor. The properly organized class must grow!

The organized class is a permanent class. The class that is held together by the personality of a teacher or by some force outside of the class itself, will very likely cease to exist if the attracting forces are removed. The organized class has taken upon its own shoulders the responsibility for its continued existence. Time and again classes losing their teachers have either secured new teachers or furnished them from the ranks of the class itself—striking evidence that the class organization is more than a meaningless form and that the class is actually training for broader service. The organized class develops, through its efforts to attain an end, class loyalty and a class spirit which serves as an incentive to greater activity.

The organized class provides work for every member, and yet the work is so evenly distributed that there is no burden upon any individual. At the same time the men's interest is being held because they have a definite responsibility in connection with the class work. The organized class provides a definite aim toward which all the members may work. It gathers the scattered, latent forces existing in its membership and molds them into a com-

munity force for good. Unity of purpose and effort results in a spiritual and social cohesion that would be otherwise impossible.

Through the organized class the social needs of the men of the school, church and community may be met. Opportunity for social expression is furnished through the medium of social evenings, group meetings, athletics and the like.

The men's class is not usually organized specifically as a teacher training class, yet the training received does serve the men as a foundation when entering upon the larger work of the Church and the school. In many churches practically all the Sunday School officers, and a large number of Church officers, are graduates of the men's classes.

III: FORM OF ORGANIZATION

Departmental or Committee Plan?

Standing committees usually stand and that's all. Experience has demonstrated beyond question the superiority of the Departmental Plan of class organization, by which the responsibility for the work of a department is placed in the hands of an *individual*. Dr. P. E. Burroughs states succinctly the distinct practical advantages of this form:[1]

[1] P. E. Burroughs, "The Present Day Sunday School," page 178.

"1. This plan has the advantage of simplicity. There is a single line of assignment instead of a double line. This is especially advantageous in small classes.

"2. It has the advantage of definiteness. In all cases *one* individual is held responsible for assigned duties.

"3. It is flexible. If the class is large, and its work intricate and varied, the number of officers may be increased and each officer may utilize other members as needed."

Organization Outline

The work of the class is divided into departments, each under the direction of an officer. The following scheme of organization is one used by many classes with excellent results—all phases of class work are thoroughly covered.[1]

The TEACHER has charge of the *teaching;*

The PRESIDENT is the executive head of the class and its spiritual leader;

The VICE PRESIDENT is the class recruiting officer—he secures the new members;

The SECRETARY keeps the class records and attends to business correspondence;

[1] This scheme of organization was originated by Dr. H. E. Tralle, Sunday School Specialist. The first class of this type was organized in 1905 at Third Baptist Church, St. Louis, and is still active.

The TREASURER handles the class finances;
The VISITOR looks after the absentees—keeps the members coming;
The ENTERTAINER ministers to the social needs of the class;
The LIBRARIAN encourages the art of good reading;
The REPORTER is the class publicity man.

These officers constitute the class executive board. The individual duties of the several officers are discussed fully in subsequent chapters. It is not at all essential that the class work be divided exactly as above indicated, nor that the same names be used for the officers. Some classes, for example, designate a first, second and third Vice President to care for the work of enlargement, fellowship, and the religious activities, respectively.

If a class is starting with but few members, fewer officers will be needed to care for its work. One class of busy men organized with a Teacher, a President in charge of executive and social work, a Vice President in charge of membership and a Secretary-Treasurer who also handled the publicity. Naturally, as the class grows, officers will be added until a full corps are at work. The point to be kept in mind at all times is to have one responsible head of every department of work in which the class is engaged.

Assistants

The departmental plan of organization assures the development of executive ability. No departmental head is ever expected to actually do all the work of his department. He is rather the planner-in-chief. Emphasis is placed on the importance of giving every man work to do—and holding him responsible for it. The department heads therefore appoint, from the men not elected to office, assistants to handle specific phases of the departmental activities. These assistants, being held responsible for the execution of definite work, receive valuable experience which develops their abilities and trains them to become class officers later. Give a man a real job to challenge his ability and the class has a strong hold on that man.

Maintaining Age Limits

All men's classes, regardless of name or plan of organization, should adhere to the age limits set out at the beginning of this chapter. The class should be gaining and losing all the time—gaining young men from promotions within the school and by recruiting from the community—losing the older men to positions of service in the school and church, and by promotions into the older classes. It is only when every effort is made to maintain proper age limits that best work can be done.

Frequently it happens that proper effort is not made to build from the bottom with young blood, as the members grow old. The result is that the class itself grows old—possibly half of the members may be older than the top age limit. In such cases it is exceedingly difficult to try to build from the bottom. The younger men have not the interest that they would have were all the members their own ages—the older men find that it is virtually impossible for them to bring in the younger. Drastic measures will then be necessary to instill new life into the organization.

Two such cases have recently come to this writer's attention. In one case the class numbered nearly three hundred members and had an average attendance of about one hundred and twenty-five. Of this membership, possibly one hundred were older than thirty years, while the youngest members were eighteen. Under the leadership of a tactful Sunday School Superintendent the older men withdrew from the class and organized the Business Men's Class. The two classes were then able to build much more successfully than if they had continued to work in the same class.

The other class had a membership of thirty, of which only three or four were under twenty-five years of age. There was in the same school a Senior class composed of eighteen year old boys.

In this case the younger men were promoted to the older class. The older members of the class then withdrew and organized an Alumni Class, thus continuing for them the sentiment connected with a previous ten years' existence.

It is a mistake to try to promote an entire younger class into a class where the majority of the members are considerably older than those promoted. The younger members will lose interest and finally the class and school will lose the young men. Promotions should be regular from the younger class into the older—each year at the regular promotion day. Then the class membership will always be congenial.

Relation to the Sunday School

The men's class, as are all other classes, is *an integral part of the School.* The class should, if possible, meet with the school or the department of which it is a part, for either the opening or closing worship period—and it is usually always possible. The opening period will almost always be found more convenient for the class.

When the class does not meet with the school it is very easy for the members to forget that it is part of a larger organization. That feeling shows itself by the attitude of members toward matters of interest to the whole school. For instance, in

one such class there were a number of members who could not understand why any of the Sunday morning offerings should go to the school. This class was already keeping the collections of alternate Sundays, through a special arrangement by which the class purchased its own supplies. Such an arrangement is never a good one. It always tends to make the class feel independent of the parent body.

On the other hand the School has its obligation to the class. The Church and School should recognize that the men's class, because of its maturity, is entitled to greater liberty of action than the younger classes. The class should be allowed a longer time for its lesson, which means that the members should not be expected to attend the closing worship, if they attend the opening services. The class teacher should not be selected without consulting the desires of the class; and the study course should be one built by class representatives in conjunction with the School's educational committee.

The School should also be careful not to "bleed" the class of its growing members. In most schools it is the custom of the Superintendent in search of teachers, to go to the adult classes for both substitutes and regular workers. If the matter is not watched it is easy to take away so many of the leading workers as to cripple the class work of several years. The greatest danger is in smaller classes—

the school must not reduce the class working force below the limit of safety.

Organized Class Aims

The purpose of the class should be to develop the all-round Christian man, through Bible study and the vitalizing of Bible teaching in the lives of the members. Its ultimate purpose is to win men to Christ, and to help them live the Christ life.

While social plans are essential to successful class work, the men's class is not a social club. It is not an athletic club, although athletics are sponsored.

The class is primarily *a Bible class* and this purpose should not be eclipsed by less important affairs. How often do we find classes that are willing to spend a hundred dollars to place baseball teams in the field, but cannot raise ten dollars for missions? Such classes, it is to be feared, have failed to grasp the responsibility given them.

IV: HOW TO ORGANIZE

Organize Existing Classes

This is the simplest way of forming a class organization. The benefits of organization should be explained to the class members, literature distributed and an enthusiasm for organization created.

It is well to seek the coöperation of the Pastor and the Sunday School Superintendent. This method gives a nucleus on which a strong class can be built.

Organizing a New Class

First, interest some few men who can see the need of an organized Bible Class and build around these key men. Aim to interest others than personal friends—men from all walks of life. Distribute literature freely to those whom you are trying to interest. Advertise the purpose of the proposed class. Set a date for organization, and a date, perhaps a month later, at which the privilege of becoming a charter member will cease. It is a good plan to have a reception for the young men of the community, a week or so before the date set for organization. At the time of organizing, full details should again be given to those attending. The plan of work, and the place of the officers should be thoroughly explained. Then a temporary organization may be formed, a temporary set of necessary officers elected, and a constitutional committee appointed to draft a Constitution and By-Laws suited to the particular needs of the class. Permanent organization may be perfected after the report of the Constitutional committee. The work of the class as a Bible Class should start at once. Every organized class should register with its denomina-

tional Sunday School Board and receive such help as may be offered—application blanks are furnished by the boards. Remember that numbers at the start do not matter if the aim is to grow.

V: CONCLUSION

No matter how fine the machine and its fittings, nothing will be accomplished if there is no gas in the tank, and no one behind the wheel. No men's class will run on the momentum of the first meetings—there must be fuel—continued enthusiasm, coöperation and a prayer spirit. One man can't make a class, but a capable leader will get the best out of all the members. The class does not have to be a large class to succeed. Given gas and a chauffeur, the Ford will often do the work better than a Packard and at less expenditure of energy. No plan of organization will work itself, but this departmental plan *when worked* brings results and makes the class a force for Christianity in the community.

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Chapter Two

EQUIPMENT

1: CLASS ROOM

GOOD equipment is needed if the men's class is to do its best work. A class room is the first and by far the most essential requisite. A class cannot have the most effective teaching nor free discussions if forced to conduct its sessions in a main assembly room with a number of other classes. The progressive class is not satisfied until it has secured the degree of privacy necessary for class efficiency. A men's class can almost always find ways of securing at least partial separation from the rest of the school.

One class of men resorted to screens as the best available means to secure separation—and they were quite effective in at least keeping the eyes from wandering to all parts of the room, and did shut out some noise. In another case two men's classes met in one room with screen division walls. Another class found that the section of the room behind the piano was suitable for class purposes. Frequently classes secure the use of a room in a residence, or office near the church building. Classes have been

known to erect tents for their use during the more pleasant weather. Some of the larger men's classes have even erected separate buildings for their organizations, which had outgrown the quarters allotted to them in the Sunday School building. It is usually always possible to find some way of improving undesirable class room conditions.

When a class room has been secured, it should be kept free from unnecessary interruptions. A certain class had a room so located that any one wishing to go to the Junior Department had to pass through the class room and down an uncarpeted stairway located in it. Often several boys at a time would find it necessary (?) to take that path at intervals during the course of the Sunday lesson. The same room also contained a water cooler for use of the whole school. Needless to say that the teacher was annoyed and the teaching of but little effect. Such conditions should not be tolerated for a moment. A frank talk with the Superintendent will usually result in improvement of conditions.

II: CLASS ROOM FURNISHINGS

A class room containing nothing more than enough chairs for the members is much better than no class room. However, the meetings will be more enjoyable and interest will be greater if some effort

is put forth to make the room comfortable and home-like.

The first addition to the class room furnishings should be a rug or carpet. The appearance of a room will be entirely changed by the addition of even a moderately priced rug. Not only that, but the added quiet will contribute greatly toward a worshipful atmosphere.

Good pictures should be used as liberally as the finances of the class will allow. Reproductions of the best art of the world is now available at low cost. A few framed Perry Pictures, Copley or Medici prints [1] add wonderfully to the attractiveness of the class room. Photographs taken by class members on outings and group pictures of the class have an added interest because of the personal associations.

A small table should be provided for the use of the presiding officer or teacher. The Secretary needs a desk and the necessary card index trays, to enable him to keep complete permanent records.

III: TEACHING EQUIPMENT

The first item under this head is of course a number of American Standard Revised Bibles. There

[1] For catalogue write Perry Picture Co., Malden, Mass.; Curtis & Cameron, Boston.

should be enough for all those attending, as the men of to-day seldom carry their own Bibles. The distinctive class appearance will be maintained if the class emblem is stamped on the cover.

Every Teacher longs for a good blackboard, *one on which he can write.* Not only is it a valuable teaching accessory, but it may be made useful for posting notices, reports, etc.

The importance of the geographical background of Biblical history has long been recognized by leading Sunday School workers. The class should have a set of good maps for use in supplementing the lessons. As a minimum the following are suggested, in the order named:

1. Palestine—New Testament
2. Palestine—Old Testament
3. Paul's Missionary Journeys
4. Old Testament Bible Lands
5. Denominational Missionary Map
6. Inter-denominational World Missionary Map.

Special missionary maps may also be purchased for a few cents and used in connection with mission studies of individual fields.

Stereopticon—Stereoscope

Any class will find the purchase of a stereopticon to be a splendid investment. Such an instrument is invaluable for use in connection with study courses

—missions, church history, Biblical geography, social service, etc. It may be used for special day programs at Christmas, Thanksgiving, patriotic days—given for the entire school or church. It is a means of bringing the work of the class before the church and community by public, illustrated lectures. A class and its church and school will miss many opportunities for service if such an instrument is not available. A stereoscope may also be made a valuable aid to those in charge of the social affairs of the class.

Slides for use with the various types of lessons are easily secured. Most public schools have collections which can be borrowed; the State Universities usually have extensive collections which may be had by simply paying transportation charges. Many public libraries have collections for the use of their patrons. The denominational mission boards have slides illustrating all the fields in which they work, which are rented at a nominal charge of one or two dollars. Slides may also be rented from commercial bureaus of which may be mentioned the following:

Keystone View Co., Meadville, Pa.
Erker Brothers, St. Louis.
Standard Slide Corporation, New York City.
Victor Animatograph Co., Davenport, Iowa.

It is easily possible for class members to prepare

many slides themselves, using members' camera pictures, cartoons, sketches, etc., as a basis. If the funds are sufficient, certain slides may be purchased and used by the class and church.

Duplicating Machine

Uses galore for a duplicating machine, such as the Mimeograph or Hectograph, will be found in class work—producing special forms for class records, circular letters in building attendance, invitations to class socials, lesson outlines and most important, a class paper. The school and church of which the class is part will also find abundant use for such a device. By the purchase of such a machine the class will not only increase its possibilities of work among men, but will be performing a real service to its church and school.

IV: SOCIAL EQUIPMENT

The amount of social equipment secured will, of course, depend upon the financial ability of the class. A social room is in some cases desirable—a place where the men may gather in the evenings to read, to write, to play checkers or chess, to sing, or just to chat. Such a room is especially appreciated by men who live in boarding houses or in the congested districts, by traveling men, and by young men who

like to get out with their chums. If no separate room can be secured for social purposes it is usually possible to use the class room as both a study room and a social hall. All that is necessary is to remove some of the chairs and to provide a table, literature, games, etc.

A gymnasium is desirable, but can usually be best established in connection with the whole school. The class might well start a movement among the churches for the establishment of a community gymnasium for use of all the men of the neighborhood. The class should have a good piano in its room. Too often the sole music available for the men's class is a worn-out organ which had better be put into the school historical museum. Much pleasure may be derived from a talking machine which need not be an expensive model.

All this may seem to be an elaborate plan of equipment. Many classes will be able to have just a few of the items mentioned at the start. There is no reason though for always remaining satisfied with the minimum. Every class should always plan to better equip itself for doing better work. Money spent for good equipment is an investment that will repay itself many times in the lives that have been strengthened through the activities of the class.

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Chapter Three

THE CLASS TEACHER

I: IMPORTANCE OF A RIGHT SELECTION

THE function of the Men's Bible Class is to teach men that they may live lives that will be in harmony with the life principles of Jesus Christ. It is therefore essential that a wise choice be made in the selection of the Class Teacher.

For best results the Teacher of the men's class should be a man. Particularly is this true in classes of the younger men, those from eighteen to twenty-five. Only a man can lead men of this age in the discussion of their vital life problems. Of course there is no valid objection to having a short course of study conducted by a woman who is a specialist in some field of Christian activity.

The Pastor of the church is not often the best man to select as the class Teacher. He comes before the church with two sermons each Sunday—another appearance before the men might prove monotonous. Furthermore, the Pastor should be left free for service in other departments of the school where he may be needed.

Usually the best Teacher for the men's class is a

prominent layman—a business man, merchant or teacher. One of the largest classes in the country is taught by an official of a large wholesale grocery house; another class is taught by a prominent public school educator; still others by managers of large firms, advertising men, lawyers and engineers. Such men because of their Christian business influence are better able to reach and hold other men.

II: THE TEACHER'S PERSONALITY

There are two prerequisites to successful teaching —personality and training. If the Teacher also has natural teaching ability so much the better, but good teaching does not depend upon natural ability. Neither is training in the mechanics of teaching a guarantee of teaching success. The resultful Teacher is the one who by the sheer force of his personality brings his training into action and appeals irresistibly to those whom he teaches. The power and ability to become friendly with one's fellows and to be liked by them; the ability to influence and to lead; the manner in which one carries himself among others; all these are included in the word "personality."

The Teacher must be a man of highest personal character. He must make a vital appeal not only by his verbal teaching, but also by his example of

Christian living. He must be earnest and sincere. Nothing causes a teacher to lose popularity more rapidly than the slightest exhibition of insincerity. "Do as I do," should be his motto—not "Do as I say."

The Teacher who makes good in the men's class must be bubbling over with enthusiasm. Drowsy teaching will not make live, active Christians. If the Teacher cannot develop enthusiasm on a certain course of lessons, he had better secure a special teacher for that particular series, or even drop it altogether rather than to chill the enthusiasm of the members. If the Teacher is truly enthusiastic, his spirit will be caught by the class members; and interesting lessons are certain to result.

The Teacher should be a friend to every member of the class. The personal touch loses none of its charm when applied to adults. The successful Teacher will see that he *knows* each member. He will chat with all that he can before and after class sessions; he will learn the names of the members; he will call at their homes as far as time will permit; he will call up members and ask their advice or their opinions; he will be tactful and considerate toward them. Such a Teacher will find his influence with the class members growing stronger week by week.

On the Teacher rests the responsibility of bringing

men upon whom the duties of a godly life have rested but lightly, to a knowledge of the meaning of true Christianity. It is his problem to show that religion is a vital every-day element and not merely a Sunday recreation or dissipation. He will be called upon to show how the teachings of Jesus can be applied to our every-day life. As he may often be asked to explain or defend the principles upon which his denomination has been founded, it follows that the Teacher should be a member of the church of which his class is a part. He must know for what his denomination stands and why. The class Teacher must be at once a real man and a real Christian.

A neat personal appearance is absolutely essential to the Teacher if the respect of his students is to be maintained. Fine clothing is not necessary, but the clothing that the Teacher does possess should be scrupulously clean; his trousers should be pressed and his shoes polished. It might seem unnecessary to bring this matter to the attention of teachers, yet this writer has seen teachers who have been just so negligent of their personal appearance—and who have failed.

Detracting mannerisms should be carefully guarded against. A certain Teacher had a habit of concluding almost every statement with the question, "Is it not?" This became so noticeable that

the members took to counting the number of "is it nots" during the course of the lesson. The same Teacher, although teaching in a room 12 x 12 feet, where he could be easily seen and heard by every one, formed the habit of walking back and forth across the front of the room during the entire lesson period. Naturally the attention of the class is attracted to mannerisms such as these, rather than to the matter in the lesson.

Finally, DON'T APOLOGIZE if you would maintain teaching prestige. Teachers often preface the lesson with such a remark as, "I am very sorry, but I was so busy last week that I had no time to prepare a lesson, but we'll try to get along as well as possible." Will the class expect anything inspiring following such an introduction? With the proper general training a Teacher will ofttimes be able to give a very presentable lesson even though circumstances prevented thorough preparation. Many otherwise good lessons have been spoiled by apologetic preludes.

III: THE TEACHER'S TRAINING

The thinking Teacher will quickly realize that special training is necessary to effectively teach classes of men composed possibly of college students and graduates, successful business men, and men with only a limited amount of education or train-

ing. The Teacher must know how to appeal to the intellectual element as well as how to bring truths to the level of the other members. The Teacher can give to his pupils only that which he has made his own through experience and training.

Training in the Bible

Since the Bible is the basis of the class teaching, it follows that the Teacher must have Bible training. He should have a knowledge of the entire Bible in its broad outlines. He should know the message of the different books of the Bible and how they came to be written. He will be familiar with the lives of the great Biblical characters, especially the life of the Master Teacher. He must understand the great fundamental doctrines which the Bible teaches—God, man, sin, salvation, faith, morality, Christ, etc. His mind, too, should be able to grasp the missionary and social message of this Book of Books.

Familiarity with the contents of the Bible is not enough for the well-trained Teacher. Certain related subjects are necessary for purpose of supplementing and illustrating the Biblical material. Every Teacher should know how our Bible has come down to us. Such information will help him settle many troublesome questions. Church history is exceedingly valuable. Knowing this subject, the

Teacher is equipped to correct many wrong conceptions about the rise of denominations, about the extension of the Kingdom, about the many so-called "new religions." Having this knowledge, he can present a victorious Christianity in a new light.

Biblical geography is valuable in the presentation of many Bible lessons. The literature of a people can only be understood through a knowledge of its history and customs. These in turn depend largely upon the location and surface features of the country. If the Teacher knows the geography of Palestine and its neighboring Bible lands he will find a new interest in teaching the old Bible stories. Very closely related to this subject is the study of Oriental manners and customs.

The progressive Teacher will not be satisfied with his Bible training until he has studied the results of Christianity in the world. He will want to know about the development of Christian missions—he will want definite information about the place of his denomination in world evangelization. He will want to see how Christianity is proving its teachings through modern philanthropy and social service. These subjects are truly Bible subjects—and such as carry a striking appeal to the men of to-day.

Knowing how to use the Bible is the most important part of Bible training. The Teacher must

be able to find the things he wants in the Bible when he wants them. He should be thoroughly familiar with the use of the Bible dictionary, the concordance, the commentary, the subject-index and the cross references.

The Science of Teaching

Next in importance to Bible training is training in the principles of religious education. It is imperative that the Teacher understand the characteristics of the men whom he is teaching. He should know the laws of habit formation, the laws of memory training, the place of the imagination in life, and how to secure and hold attention. In short, he should have had a good course in elementary educational psychology of the adult period. Fortunately among the Adult Specialization Units of the New Standard Teacher Training Course there is a volume on this subject.

This should be followed by training in pedagogy. The Teacher should be familiar with the methods of teaching and the relative value of the different methods. He must realize that the student is a part of the teaching process. He should perfect himself in the use of questions so as to be able to encourage discussion. The ability to make simple blackboard illustrations will be of considerable help in teaching.

The Teacher's Library

The importance of the teacher's working library cannot be overestimated. The foresighted Teacher will gradually build for himself such a library of the best books on the subjects of Bible study, psychology and pedagogy, class organization and class methods for Seniors and Adults. The addition of just one book every three months will result in greatly added teaching efficiency. At the start he should plan to have at least a good one-volume Bible dictionary, such as Hastings'; a one-volume commentary—Dummelow's, for instance; a work on psychology such as James' "Talks to Teachers on Psychology," or Pyle's "Principles of Educational Psychology"; and a book on adult methods, one of the best being Strickland and McGlothlin, "Building the Bible Class." The following is suggestive of what the Teacher should plan ultimately to include in his library:

1. The Bible—American Standard Revision.
2. Harmony of the Gospels—Stevens & Burton.
3. Bible Dictionary—Hastings, 1 volume.
4. The One-Volume Bible Commentary—Dummelow.
5. Comprehensive Concordance—Walker.
6. Building the Bible Class—Strickland & McGlothlin.

(These six books are virtually indispensable)

7. The Adult Worker and His Work—Barclay.
8. The Ideal Adult Class—Wells.
9. Adult Class Study—Wood.
10. Training in Christian Service—Cope; and the other Adult specialization texts of the New Standard Teacher Training Course.
11. Outlines of Educational Psychology—Pyle; or Talks to Teachers on Psychology—James.
12. A Social Theory of Religious Education—Coe.
13. How to Teach Religion—Betts.
14. The Religion of a Mature Mind—Coe.
15. Teaching of Bible Classes—See.
16. Historical Geography of Bible Lands—Kent.
17. Short History of the Christian Church—Moncrief.
18. The Missionary Enterprise—Bliss.
19. The Religions of the World—Barton.
20. The Bible in the Making—Smythe.
21. Ancestry of the English Bible—Price.
22. The Monuments and the Old Testament—Price.
23. The Story of the New Testament—Goodspeed.
24. The Heart of the Old Testament—Sampey.
25. The Blackboard in the Sunday School—Bailey.
26. Social Task of Christianity—Batten.
27. Social Teachings of Jesus—Rauschenbusch.
28. Challenge of the City—Strong; or, Challenge of the Country—Fiske.
29. A good history of the church in which the teacher is working.
30. A good book on the principles of the church to which the teacher belongs.

How to Become a Trained Teacher

Make up your mind that you *want* to be trained —then that you *will* be trained. Education is one of the things most easily obtained to-day—*if you really want it.*

No Teacher of a class of men should be satisfied with less than the complete New Standard Teacher Training Course as a minimum. Training classes in the local school or in community schools furnish the Teacher who is ambitious to improve in God's work, a wonderful opportunity to secure this training.

Correspondence study makes training possible for those who cannot attend training classes. Practically every denominational board now offers the complete New Standard Course by correspondence. Some—for example, the Northern Baptists through their Correspondence Study Department—offer more advanced courses in Psychology, Pedagogy, Bible, Church History, etc., by the same plan. The small charge for text books is usually the only cost attached to such courses. The University of Chicago, through the American Institute of Sacred Literature, offers some unexcelled courses in Bible study at a cost of only one dollar including the text book. More advanced courses in both Bible and general religious education are offered through the University's regular Extension Division.

Sunday School conventions and institutes offer such splendid opportunities for securing additional training. The successful Teacher must be always studying. He should be a Bible student. By observation he can often learn as much from his pupils as from the lesson. Private reading and study will result in a marked improvement in a teacher's ability to present lesson truths. The public library should prove a never drying fountain head of information. Workers' magazines furnish much valuable material—the Teacher will subscribe to at least one so as to keep abreast with modern methods of class work. "The Sunday School Worker" (Judson Press), and "The Church School" (Ch. Schl. Press), are the best magazines of methods and inspiration now published, in this writer's opinion. The lesson helps furnished by the school to its teachers contain much to help the Teacher. Most of the publishing houses now issue special helps for men's classes and for the teachers of them.

If the Teacher is to be successful in teaching men, he must fit himself by broad preparation. If he uses only the helps furnished by the school in the preparation of his lesson, he is doomed to failure. Men want to know too many things that the lesson writers may not have mentioned. The price of success in Bible teaching is the same as in other fields of endeavor—hard work. Yet after all there

is a joy that comes only from the sense of having accomplished the difficult task—this joy is in store for the Teacher who makes the sacrifice of time, of pleasure, and of self to become thoroughly equipped.

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NEW STANDARD TEACHER TRAINING COURSE—Adult Specialization Units.

Chapter Four

THE TEACHER AND THE CLASS

I: THE LESSON PLAN

IF the lesson is to make an impression upon the men of the class, it must be well planned. Not only should the scope of the individual lessons be familiar to the Teacher before he attempts to teach, but the general outline of the entire course should be firmly fixed in his mind before he teaches the first lesson. It is desirable that the Teacher prepare his outline for the entire course, so that he will be placed in the most favorable position to handle discussion and to avoid those questions which anticipate later lessons. If the Teacher does not know what material is included in later portions of the course many embarrassing situations are likely to occur.

This actual occurrence may be cited as an example of how a course should not be planned. The series of lessons was on the Book of Daniel with the emphasis placed on the life and character of Daniel himself. The Teacher in charge of the class gave

several very good lectures on the first several chapters of the book, and announced that since the course was so interesting, one week would be spent on each chapter of the book. When the apocalyptic portions of the book were reached the course was suddenly cut short with the explanation that all the visions taught about the same lesson. This Teacher had not even gone to the trouble of balancing in his own mind the relative teaching values of the several portions of Daniel, nor had he secured the perspective which a reading of the entire book would have given him.

Each lesson should be planned completely—nothing should be left to chance. The Teacher should determine the aim of the individual lesson, and its relation to the aim of the whole course. The aim should be written down for use when necessary; it should be kept in mind throughout the teaching period. Then there will be less difficulty in keeping the class discussion on the subject.

Class discussions themselves should be thoroughly planned—questions for the opening period should be *written down* and the final summing up of the material outlined.

In planning lessons in which class members have part, it is easily seen that the Teacher must know his men. In small classes he will find it comparatively easy to know all about all the members. In

larger classes much information will be secured indirectly. The Teacher will find it convenient to list all such information on individual cards which he keeps for reference. Data about a man's education, occupation, likes and dislikes, hobbies, willingness to serve in class work and a record of how he has already served is invaluable to the teacher who really desires to enlist the men in service.

The Teacher should prepare written outlines of all lessons taught. These serve to establish the sequential relation of the various points—to make certain that no important matter is omitted—to keep the Teacher to the subject and within the time limit. It will be helpful to class members if the Teacher puts a condensed copy of his outline on the blackboard, or better still to have typewritten outlines for distribution. A number of classes regularly publish the lesson outlines in the class bulletin. Not only do such lesson synopses aid in giving a more connected impression of the lesson, but they also help those who keep lesson notes.

The aim of all Bible teaching is in the end evangelistic. The class exists to win unsaved men to Christ and to help those who have found Christ live thoroughly Christian lives. The evangelistic aim must be kept before the class, the members, and the teacher. All courses must be planned in relation to it.

II: METHODS OF TEACHING

Lecture Method

This is probably the most used and the least effective method of teaching men. No provision is made for expressional activities on the part of the pupil, nor is there much opportunity to test his appreciation of the teaching.

The lecture method is the only practical method in classes of unusually large membership. A Teacher can handle more men at a time by lectures than in any other way. We must provide some lecture classes for those who will not study, but will listen to a weekly lecture by a good speaker. It follows that an exceptionally strong Teacher is needed to hold the attention by this method of teaching.

Class discussion at the close of the lecture is often a means of relieving the monotony of pure lectures.

Because the lecture method has been used with men's classes is no reason why it should be continued. There are many men who can and will give time to real study. To some the lecture method means simply another sermon; such men either will not join a lecture class, or will not attend preaching services later. The two services should supplement rather than supplant one another. For real teaching efficiency it would be infinitely better

for some of our enormously large classes to break up into smaller study groups of from twenty-five to forty members, each group following courses of study selected to meet the needs of the group. It would still be possible in the inspirational worship periods and socials to preserve the spirit and enthusiasm of numbers.

The Topical Method

The Teacher assigns to selected members topics to be investigated and reported on, one or two weeks later in class session. The Teacher's part in this case is to gather the thoughts that have been presented and to give a resumé of the main points of the lesson. When this method is used, it is difficult to prevent one member from taking too much time. Many men are inexperienced in planning talks; they don't know how to select just the vital parts and to discard the less important. Hence the assignments should be definite, and a time limit should be set for presentation. The topical method may be used with almost every course. It is particularly suitable in connection with courses in social service, missions, church history, comparative religion, but is suitable for supplementing all lessons.

If the lesson is about the Temple, an architect member will be able to throw considerable light on the subject from his standpoint. One interested in

geography can give the geographical background of all lessons. A class studying "The Challenge of the City," as a text, assigned topics for investigation as follows: "liquor problem," "the tenement evil," "child labor," "industrial conditions," "the juvenile court," all of its own city. One class studying comparative religions, used such topics as the "Temples of India, Japan, etc.," "Prayer Wheels," and others similar. A live Teacher will be able to find more topics on the subject studied than can be used.

The Study Lesson

In this type of lesson the Teacher and pupils study the lesson together, using Bible Dictionaries, Commentaries and reference books in class. It is suited to classes for whom the material is a little too advanced to be studied to advantage alone. It is a good method through which to train a class how to study and how to use the Bible. Most classes would get much good from one or two real *study* courses each year. Lesson preparation and a lesson plan are more important in a course such as this than in any other.

Question and Answer Method

Unless the class is actually studying, this method is not suited to adults. Questions will of course

be used in connection with the discussion method of teaching, and in reviews. For this purpose a knowledge of how to question is essential—otherwise the questioning is of no value. As a rule questions should be not simply memory drill questions, but should stimulate thought. They should not suggest the answer, nor should they be so involved as to leave an obscure meaning. The Teacher should *write out* in advance the questions which he intends to use.

Discussion Method

This is productive of excellent results, and with it all members may have a part in the lesson. Subjects should be announced in advance so that the members may have time to think them over. Interest will be greater if questions are given to several men during the week, for purpose of opening the discussion. Often the Teacher may outline the subject briefly at the beginning of the lesson, and then by skillful questioning, develop the discussion. Careful preparation is needed in this method. Many topics dealing with the application of Christian principles to modern life may be developed in class, as most men do some thinking along those lines. Other subjects will call for some advance preparation on the part of the members. In all discussions care must be taken not to accept personal

opinions as moral laws. Let the final answer to all questions come from the Word of God.

Debates

Most study courses will permit of a debate somewhere in the course. A class studying the "Lure of Africa" devoted one entire meeting to a debate, "Resolved, that civilization has been a net gain for Africa and the Africans," covering the matter of a whole chapter in that way. Debates represent one of the best methods of class expression. They should not be too long. If properly managed and prepared they stimulate interest and healthy enthusiasm.

Use of the Anecdote

Properly used, the anecdote is a great help in presenting a lesson truth. So are fables, parables, comparisons and other illustrations. The Teacher should plan to introduce a number of such illustrations into each lesson—they brighten the session materially. It is advisable for the Teacher to keep either a scrap book or a card index file with anecdotes and other illustrations readily accessible, filed so that one may be found to illustrate any subject. The Teacher should be on the look-out in his reading, in his conversation, in his travels, in current events and in nature, for good illustrations.

An anecdote should never be told for its own sake. The Teacher is conducting a Bible Class, with the aim of inculcating lasting Biblical knowledge, not a minstrel show with the aim of causing laughter. If an anecdote which impresses a desired truth results in incidental smiles, well and good—if there is laughter without a definite, desirable impression, the anecdote is out of place.

The writer recalls attending a class at which the Sermon on the Mount was the lesson. The class in reading the Scripture came to the portion where it reads, ". . . .and whosoever shall compel thee to go a mile, go with him twain." Here the Teacher stopped and told the class this story: "A friend asked Mark Twain to go on a walk with him. 'How far is it?' asked Twain. 'A mile,' answered the friend. 'Yes, I will go for the Bible tells me to,' answered Twain, 'and whosoever shall compel thee to go a mile, go with him, twain.'" The attention of the class was of course taken from the Scripture and directed to the questionable, out-of-place anecdote. All anecdotes and illustrations should be included in the teaching plan.

Use of Lantern and Stereoscope

Both of these instruments are great aids in presenting lessons, especially those on missions, history, social service and geography. Interest is

added to the course, and the scenes talked of are made more vivid. Where neither are available, charts made by the members and photographs mounted on screens are helpful.

Special Speakers

Very often a class develops a mania for special speakers. Great effort is made to stir up enthusiasm for the outside speaker, and but little effort is put forth between times in behalf of the regular, and probably harder working Teacher. Frequently these speakers are introduced in the midst of a course, breaking the connection between the lessons.

Special inspirational speakers should be used as a means, not an end. It is often possible to secure a specialist on a subject which the class is studying. If so, the class should by all means invite him to discuss some lesson of the course. On special days such as Rally Day an inspirational speaker is desirable. Some classes plan special short summer courses with different speakers of note for each Sunday—a splendid way of stimulating attendance during the vacation period.

III: CLASS EXPRESSION

Education is not simply a "pouring in" process. There must be a certain amount of pouring out on

the part of the student. In other words, opportunity for expression must be given. In the men's classes expression largely takes the form of lesson discussion. Every member should be encouraged to take some part in the discussion. Much can be learned from listening to the views of the other members.

The topical method of conducting a lesson gives abundant opportunity for expression on the part of the class members. In presenting assigned topics they not only give information, but learn much themselves. The Teacher who lectures always learns more than his hearers, because of the preparation which he gives to his subject. By the use of the topical method, every member is in effect a Teacher. Any class using this method consistently will find its members increasing in Biblical knowledge and in class interest. To the more timid members should be assigned the reading of the Scripture lesson and other simple tasks, until the timidity wears off. The Bible should be read at every class meeting even though the course is so-called "extra-Biblical." The class might read some one complete book or a group of short books during such courses.

The better way of reading the Scripture, especially in smaller classes is each member alternately reading a certain portion, not necessarily one verse,

but rather a whole section or paragraph giving a complete thought, following American Revised Version divisions. Responsive reading usually sounds rather weak in small classes and should not be encouraged. The members should also be urged to form the habit of home daily Bible reading.

Another method of expression is by means of note books. Many men get the most good from the lesson in this way. The outline of the lesson, the leading thoughts, and any special points of interest should be noted. In every class there should be some members who would be willing to keep note books.

In such courses as "The Social Teachings of Jesus," a very good plan is to provide all members with cheap Testaments, and to ask them to underscore all passages from which a social teaching may be gotten. If underscored in red and the teaching noted in the margin, a very graphic index of Jesus' teachings about money, the family, divorce, etc., will be the result. More nearly complete notes may be kept if an interleaved Testament is used.

In the Teacher's plan of the lesson, provision should be made for expression as far as possible on the part of every member. Various methods may be planned for the same course, some elaborate for those having some time at their disposal, and

some designed for the busy members of the class. One class in studying the "Life of Christ" gave an option of five methods of work and asked every member to choose one of them:

1. Write your own "Life of Christ." Write one chapter in your note book each week, until the course is completed. The chapters need be no longer than three hundred words.

2. Learn an outline of His life, so as to be able to give in a connected way the chief events in each period.

3. Read the Life of Christ as written in the four Gospels; the use of a harmony is recommended.

4. Read the short, selected Scripture lessons each week.

5. Attend class throughout the course.

With such a program no one is asked to do more than he is able; provision is made for the man who has no time for study, and also for the one who has plenty of time. Using this same study, members of another class made their own harmonies by pasting the Scripture from two cheap Testaments in parallel columns in a blank note book. Such harmonies can also be made of the Life of Paul, by pasting the Pauline Epistles in their proper historical sequence between events in the book of Acts; of the Old Testament Prophetical Literature, placing it correctly in relation to events given in the

books of Kings and Chronicles. So, too, an historical New Testament may be made by placing the books in the accepted order of writing.

Special Talks

Some classes have used certain interest-creating talks by members for just five minutes every Sunday morning. One class had, for a number of weeks, a series of "Current Topic Talks" by different men each week. The speaker chose some topic of current interest and gave a brief talk, bringing out the lesson he saw in it. A series of "Shop Talks" also held attention and served to make the members better acquainted. In this case the speaker gave a brief outline of his business. A series of "Hobby Talks" can also be used in the same manner.

Not all the suggestions given here are applicable to all classes. The Teacher must study his class and use the methods best adapted to it. Hard work and persistent effort always result in increased interest on the part of the class members.

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Chapter Five

PRINCIPLES OF STUDY COURSE SELECTION

I: THE NEED OF ELECTIVE COURSES

NO hard and fast rule of grading can be laid down for adult classes. When the young man reaches the age of eighteen, he has certain life interests that influence his conduct very strongly. He is very likely, unless going on to college, ready to make his decision regarding a life occupation—he should be considering this at any rate. If already settled in a line of work, he is interested in the application of religious teachings to that work; social interests crowd upon him; he has problems of dress, of amusements, of friends, etc. The mind is developing and the reasoning instincts are growing; now the young man will not accept dogmatic statements—he insists that his reason be satisfied. To meet the varied needs of the men in the Sunday School, the privilege of election of study courses should be granted to the adult classes.

In selecting study courses the class should not forget that it is organized primarily for the study

of the Bible and the application of its teachings to the lives of its members. The Adult Bible Class can hardly study socialism, sociology, history or literature, except as it studies these subjects in connection with the Biblical solution of members' problems—to help illuminate the Scriptures, as it were. While all class study should keep to the Bible, that does not mean that the Bible will be studied for its own sake. Dr. Samuel Zane Batten strikes a keynote when he says, "A Bible Class that begins and ends its work with a study of the Scriptures is wasting its time and is not honoring the King."[1] It is only as the teachings of the marvelous Book of Books are applied to the lives of men and women that its potentiality becomes a living, pulsating force for righteousness. It is this force which the men's class must seek to develop.

II: DETERMINING FACTORS

Class Membership

No two classes will require nor want the same courses of study. The ages of the members will determine to some extent the courses to be studied; the individual needs and interests of the members will add its influence toward the formation of a study course. Most men will give but little time to

[1] "Training for Citizenship in the Kingdom of God."—Batten.

lesson preparation; consequently the courses should be to the point and intensely practical, so that all attendants will find the sessions helpful, thought provoking and action stimulating.

The Class Teacher

The study course will be determined in part by the Teacher. If he is untrained (he need not remain so) he will be unable to teach many courses that a trained Teacher would. No Teacher without a knowledge of social organization or social ideals should attempt to teach such a book as Matthews' "Social Teachings of Jesus." Neither should a Teacher who knows nothing of the facts of general secular history try to teach a course in Church History. The study course will vary from simple to complex as the Teacher advances in knowledge, and as the class members progress in their ability to grasp the subject matter.

Class Aim

The course will also be determined by the class aim. A class may organize for the study of missions—the bulk of the courses will then be missionary in their appeal; it may organize to study the social message of the Bible, in which case most of the courses will emphasize that aim; again its aim may be to make better parents and better chil-

dren—it will then study one or more strong Child Study Courses annually. In one of the large St. Louis Sunday Schools, there is a class composed of salesmen and advertising men, organized to study the relation of Biblical teachings to their work—this aim naturally determines the course followed. There is no reason why in every Sunday School there should not be a number of special groups following courses along the lines of their several special interests. If the class is large enough there may be several groups within the class, either meeting at the regular study period or during a special week period. Some of the larger classes have conducted supplementary week-day classes with good effect.

Balance

As a general thing the size of the class and the teachers available will make it difficult to conduct many separate classes at one time. In order to best meet the needs of the entire class constituency, the need of a balanced course is made evident—even if one's interest does lie largely in one direction it is not advisable to confine his study simply to the one subject. Just as one will not thrive on chocolate pie alone, but needs a balanced diet to nourish every part of the physical man, so all parts of the

mental and spiritual man need development. The course of study should then include the elements needed to bring about the complete spiritual growth of the class membership. How a balanced course is built will be shown later.

III: WHO SHOULD SELECT THE COURSE?

This depends on conditions. If the school has a committee on education, the course selected by the class should be submitted to it or to the Superintendent of Education. Usually if the Teacher is competent, the course is selected by him and submitted to the class for approval. The wisdom of this is easily seen; the Teacher is more likely to know the needs of the members than any one else. In some cases he forms the course in connection with a class committee appointed for the purpose. In other cases, a list of courses, grouped according to kind, is submitted, from which the members select their preferences. From this selection the Teacher selects the course, trying to suit the greatest number.

The selected courses should always be submitted for approval to the head of the school, who is delegated with the duty of properly correlating the school curriculum. This may be the Superinten-

dent or the Director of Religious Education. The class may well take him into its confidence during the entire process of determining the subjects that are to be included in its year's study.

IV: BALANCING THE COURSE

A balanced curriculum will include five kinds of courses:

Bible Outline Course—in which some one book or some portion of the Bible is studied so as to get a bird's-eye view, as it were—a connected outline of its structure and purpose. The study of the Old Testament period in fifteen weeks is such a course;

Intensive Bible Study Course—in which some portion of the Bible is studied intensively, so as to get all the details. The Epistle of James in nine weeks is a good example;

Christian Life Course—the use of the Bible teachings in actual life, *e.g.*, "Christianity and Amusements" and "A Young Man's Problems." Here belong also doctrinal and devotional courses;

Church History Courses—such as "How We Got Our Bible," "History of Religion," or "History of the Christian Church";

Modern Christian Work—which includes courses on missions and social service.

V: THE CURRICULUM UNIT

The course of study should be outlined for an entire year. That is the only way to actually maintain balance. It takes real foresight and initiative to prepare courses. It takes the same qualities to maintain them. A positive way to lose interest in a course is to enter into it only half prepared. The illustration of the Teacher and the Book of Daniel in Chapter IV is an instance of how not to do it. Another Teacher decided that a certain course had ceased to interest the class, and asked, "Well, what shall we study next?" The following Sunday he attempted to start a new course that had been selected by one of the members—this course also failed to hold interest after several weeks.

VI: LENGTH OF COURSES

Among the younger men there is a tendency to grow restless—they want variety. This means shorter courses. As a usual thing, a course should not last longer than three months—two months is better, and most six-week courses are always successful. There are exceptions of course—one young man's class studied "The Story of the New Testament" for seventeen weeks, but that course was

virtually a new course each week, as an entirely different book was discussed at each session.

VII: VARIATION OF APPROACH

In selecting courses it should be borne in mind that the same subject matter may usually be treated in several ways. Take the life of Christ for instance. One class has studied an outline of the Life according to the synoptic Gospels, the course lasting only nine weeks. From it the class obtained a picture of the connected Life, more vivid than any they had received before. At another time a course on the teachings of Christ's parables as recorded by Luke was taken. A course on "The Social Teachings of Jesus" proved very interesting. Courses could also be given on The Miracles of Jesus, The Ethical Teachings of Jesus, a Devotional Study of the Life of Christ, the study of the pictures of Christ given by each of the four gospels, each taken separately, a study of "How Jesus Met Life Problems," and "How Jesus Met Men." The possibilities are really inexhaustible.

VIII: THE MEMBERS TEACHING

The class may occasionally desire to vary its lesson program by including a course, conducted not

by the Teacher, but by the members—a course planned by the Teacher, but of such a nature that a member could readily lead the discussion. A Mission course might easily be planned with this end in view. The "Challenge of the City," or "The Challenge of the Country," might be handled in that way, with the application made to the community in which the class is situated. Such a course would be a splendid one to have during the summer vacation period while the regular Teacher is away.

In a course on Hebrew Laws, given by one men's class, a lawyer member was able to lead the class with even more enthusiasm, and better results than the Teacher himself—knowing more about modern law than the Teacher, he could better show how the Old Testament laws were the basis of the laws of to-day. The Teacher who is always looking for best results will not overlook such opportunities to utilize the class members.

Some classes as mentioned in Chapter IV provide courses for a limited period, in which a different visiting speaker discusses one phase of the subject each week. Such courses as A Young Man's Problems, A Young Man's Religion, and many Social Service courses can be conducted in that way. Those in charge should be careful to have the entire program fully planned, so that due

announcement of the complete course may be made at the very beginning. Such announcement, printed on cards or in papers, with the dates, names of the topics and the speakers who are to discuss them, should make an excellent advertisement to bring in new members.

These special features should be used judiciously. Only the largest classes could possibly keep up such a pace of special features for protracted periods. The most desirable enthusiasm is that which is permanent—the enthusiasm of consistent, consecutive effort by the class as it stands back of the regular teacher. A religious "jag" has little permanent value.

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Chapter Six

BUILDING THE STUDY COURSE

I: AVAILABLE STUDY COURSES

International Uniform Lessons

MANY classes use these lessons to good advantage, suiting them to their needs. Some of the new International courses are well adapted to use in men's classes. As a whole they are too fragmentary; then, too, they omit entirely many portions of the Bible and subjects of great interest and value to men. Most classes need lessons designed particularly for their own membership. *Getting away from the International Uniform Lessons does not mean that the class is getting away from Bible study.* There are many available Bible Study Courses more suited to the men's class than the uniform lessons.

International Graded Series

Some splendid courses are included, and excellent helps are issued by all the denominational publishing houses. Even fourth year Intermediate courses can be and have been successfully adapted

for use in adult classes. The senior courses are splendid for all men's classes, and include surveys of the Old and New Testament, historically developed; a very complete social service course; studies in Christian Service; the study of the Books of James and Ruth, Old Testament literary masterpieces; a study of twelve Biblical biographies with the emphasis on the Social development of Biblical history. It would be well for every teacher to have the prospecti of these courses furnished free by the publishing houses.

The International Sunday School Council has prepared outlines of several graded courses for Adult Classes, some of which have been published by the Westminster Press of Philadelphia. A complete set of outlines, from which any capable teacher may easily formulate a course, may be secured from the Council. Outlines are available on Amos, one quarter; Christianity in Action, four one-quarter courses; Hints on Child Training, three months; the Liquor Evil, three months; Deuteronomy, three months; Galatians, three months.

University of Chicago Courses

The University publishes in the Constructive Series some very good courses for young men and adults; included are courses on The Gospel of Mark, First Samuel, Life of Christ, Hebrew Prophets,

History of the Christian Church, Social Duties from a Christian Point of View, etc. Under the direction of the American Institution of Sacred Literature, are published some of the finest available inductive courses on the Bible, all developed historically and with the aid of no book other than the Bible itself. Courses are available on the Old and New Testament, The Psalms, The Wisdom Literature, The Priestly Literature, The Old Testament Prophets, The Book of Revelation, The Life of Christ, The Gospel of John, The Life and Teachings of Paul, The Social and Ethical Teachings of Jesus, and others. The teacher should secure complete lists of titles of both these series from the University of Chicago Press.

Scribner's Courses

Two worthwhile series of courses are published by Charles Scribner's Sons, New York. The Uniform Graded Series of lessons is to the writer's mind far superior to the International Uniform Lessons for giving a connected account of the events of the Bible. These courses include Old Testament History, Apostolic Church History, Life of Christ, and several courses of Old and New Testament biographies. Each course covers one year's work.

The Completely Graded Series contains some splendid material, not to be found in courses of

other publishers. There is an entire year's course on missions, which may be divided into shorter three-month courses; Comparative Religions, Missions in the Eastern World, Missions in the Western World, and the Business of Missions. A very good course on Church History is provided, and another on The Modern Church. Lists of the complete courses will be furnished free by the publishers.

Fleming Revell Press

The series of ten courses by Dr. Sell is suitable for all men's classes—Studies in the Life of Christ; Studies in the Four Gospels; Studies in the Life of Paul; Early Church History; Studies in the Life of the Christian; Bible Study by Books; Bible Study by Periods; Bible Study by Doctrines; Bible Study in Vital Questions; Supplementary Bible Study. Revell also publish a series of twelve Bible Biographies, as well as many separate texts, suitable for class study. Classes interested in Church History and Missions will find some of the most valuable material in the Revell Catalog.

Abingdon Press

The Catalogue of the publishing board of the M. E. Church shows some splendid texts on practical Christian living and on the modern "fad" religions.

Association Press

The Y. M. C. A. courses, of which there are many, appeal strongly to men. Courses are prepared for beginners in Bible Study as well as for those who can assimilate the meat of the Scripture. Many of the courses provide for daily readings of the Bible. There are included some very fine studies of sections of the Bible, but the Y. M. C. A. courses emphasize Christian Life and the Devotional element. To list the better courses would be to reprint the Association Press Catalog.

Judson Press

Aside from the regular graded lesson material, the publishing house of the Northern Baptists issues much other literature that is suitable for use as study courses. A series of three courses by Dr. Philip Nordell, on the Old Testament History, Apostolic Age, and Life of Christ is worthy of consideration. The series of church history handbooks by Dr. Vedder are good for either four short courses or one long course on Church History. Four excellent three month Old Testament Courses—Old Testament History, Old Testament Wisdom, Old Testament Character Crises, and Old Testament Evangelism—have just been published.

Sunday School Board

The Board of the Southern Baptist Convention publishes a large number of valuable works suitable for class study. The Convention Series of Commentaries might well form the basis of pure Bible study. Volumes have already been issued covering the Pastoral Epistles, Romans, Philippians, Ephesians, Mark, Acts and Hebrews. In the fourth year Senior Graded series, the Sunday School Board offers worthwhile three-month courses on John, Ezekiel, Romans and Psalms.

Pilgrim Press

The outline Bible-Class Courses of the Pilgrim Press give subject headings and all necessary Scripture references, as well as an extensive bibliography. The Teacher using these outlines is in a position to present some intensely interesting courses. The Pilgrim list covers such subjects as The Life of Christ according to the Synoptic Gospels; the Wisdom Literature of the Old Testament; Hebrew Laws; Apocalyptic Literature; Life of Paul; Letters of Paul; Book of Acts; Joshua and Judges; Book of First Samuel; History of Missions; History of the Christian Church; History of Bible Versions; Biblical Geography; Old Testament Apocrypha; a Study of the City. These outlines

may be secured for five cents each. Address Pilgrim Press, Boston.

Westminster Press

The many texts available from this publisher make it easy for the Teacher to select suitable courses. Excellent books suitable for the study of church history, missions and Christian Character building may be secured.

Friends' Series

The Society of Friends of Philadelphia publish in their Graded Series some worthy courses. A thirty-six lesson course on the Social Teachings of Jesus can be had; seven lessons of these are on the Sermon on the Mount. The Prophet's series includes studies on Amos, seven weeks; Hosea, four weeks; Isaiah, eleven weeks; Jeremiah, seven weeks; Micah, three weeks. In the Hebrew Literature course is a course on the Epistle to the Hebrews, nine weeks.

Mission Study

All the best mission study books may be secured through the regular Sunday School supply houses. The most popular series is that published by the Missionary Education Movement of New York, although many worthwhile texts are also published by

Revell, Macmillan and Scribner. The Teacher should secure the catalog of the Missionary Education Department of his own denominational board, which usually lists Mission study books of the Home and Foreign Boards as well as the literature of other denominations.

Individually Planned Courses

If the Teacher has the ability, he may plan his own course. One Teacher planned a course on "How We Got Our Bible," by selecting material from six or eight texts, all of which were incomplete in themselves, and was in that way able to present a complete course covering the entire subject. A course on strictly denominational missionary work was in like manner prepared from literature furnished by the Mission Boards and files of the denominational missionary magazines. Another Teacher planned wonderfully helpful courses on "How to Use Your Bible," "A Young Man's Problems," and "A Young Man's Religion." Courses in Social Service may be planned to cover conditions existing in the city in which the class is located. Courses on Biblical books, for which no special texts have as yet been published, may be developed and outlined by using Commentaries and Bible Dictionaries.

The Teacher will find it to his advantage to have

the catalogs of all publishers of religious literature on hand, so that he may know what material is available. Many texts are on the shelves of the Public Library; often the Library of a State Sunday School Association will be at the disposal of the Teacher. He should make it a point to examine personally as many courses as possible. He will then be in position to choose that which is best for his class, and that which he is best fitted to teach.

II: CLASSIFICATION OF SUGGESTED COURSES

The following classification of courses for the men's class is not a complete list of all courses available. It is intended to give the class inexperienced in selecting balanced courses a guide by which it may work. Enough courses are suggested, however, to enable any class to select such material as is needed for its individual needs. The figures given after many of the course topics indicate the number of weeks a course will ordinarily require. All courses are sufficiently flexible to permit minor adjustments in length. Publishers are indicated by prefixes as follows: A—Abingdon Press; B—Sunday School Board of the Southern Baptist Convention; C—University of Chicago Press; F—Society of Friends; G—International Graded Series; J—Judson Press; P—Pilgrim Press; R—Fleming H.

Revell Co.; S—Charles Scribner's Sons; W—Westminster Press; Y—Association Press.

I. Bible Outline Courses

(A) The Men of the Gospels—Hough.
(B) Studies in the New Testament—Robertson 12.
(B) Heart of the Old Testament—Sampey 14.
(B) Churches of the New Testament—McDaniel 11.
(C) Story of the New Testament—Goodspeed 20.
(C) Origin and Teaching of the New Testament Books—Burton & Merrifield 9 to 36.
(C) Life of Paul—Robinson 12.
(C) Origin and Religious Teaching of the Old Testament Books—Chamberlin 9 to 36.
(G) Old Testament Times (Senior Graded) 39 or 52.
(G) New Testament Times (Senior Graded) 39 or 52.
(J) Old Testament History—Airplane View 13.
(J) Old Testament History—Nordell 52.
(R) Life of Christ—Sell 8.
(R) Life of Paul—Sell 9.
(R) Bible Study by Books—Sell 52.
(R) Bible Study by Periods—Sell 24.
(R) Studies in the Four Gospels—Sell 8.
(S) Preparations for Christianity—Nordell 52.
(W) Teachings of the Lord Jesus—Bean.
(Y) Book of Isaiah—Robinson 15.

II. Intensive Bible Courses

(A) Studies in the Parables of Jesus—Luccock.
(A) Students' History of the Hebrews—Knott.

(B) Gospel of John (Senior Graded) 13.
(B) Romans (Senior Graded) 13.
(B) Ezekiel (Senior Graded) 13.
(B) Psalms (Senior Graded) 13.
(C) Mark—Burton.
(C) First Samuel—Willet 26-52.
(C) Life of Christ—Burton & Mathews or Burgess 39.
(C) The Hebrew Prophets—Chamberlin 36.
(C) Christianity in the Apostolic Age—Gilbert.
(C) The Revelation—Case 4 to 16.
(C) Gospel of John—Goodspeed 9 to 18.
(C) Work of the Old Testament Sages—Harper 9 to 36.
(C) Paul—a Pioneer in Christian Living and Christian Service—Goodspeed 9 to 36.
(C) How to Interpret Old Testament Prophecy—Mathews 9 to 36.
(Doran)—Parables of Our Lord—Dods.
(Doran)—The Ten Commandments—Coffin.
(F) Amos (Graded Series) 7.
(F) Hosea (Graded Series) 4.
(F) Isaiah (Graded Series) 11.
(F) Jeremiah (Graded Series) 7.
(F) Micah (Graded Series) 3.
(F) Hebrews (Graded Series) 9.
(G) Book of James (Senior Graded) 9.
(G) Book of Ruth (Senior Graded) 3.
(J) Old Testament Wisdom 13.
(J) Life of Christ—Nordell 40.
(J) Apostolic Age—Nordell 30.
(J) The Message of the Lord's Prayer—Duncan.
(P) Joshua and Judges 20.
(P) Hebrew Laws 6 to 20.
(P) The Apocalyptic Literature 19. (Includes 9 weeks on Daniel.)

(P) Old Testament Apocrypha 12.
(P) Life of Paul 19.
(P) Epistles of Paul 18.
(P) The Acts 24.

(The above Pilgrim Press Courses are included in the Outline Study Courses.)

(R) Syllabus of Old Testament History—Price.
(R) Studies in the Sermon on the Mount—McAfee.
(R) The Man Paul—Speer.
(R) The Parables of the Old Testament—Macartney.
(R) Bible Heroes—a series of volumes by Dr. F. B. Meyer, dealing with Abraham, David, Elijah, Jacob, Jeremiah, Joseph, Joshua, Moses, Samuel, Zechariah, Paul and John the Baptist.
(S) History of the Hebrews—Sanders.
(S) The Making of a Nation—Jenks & Kent.
(S) Testing a Nation's Ideals—Jenks & Kent.

(The two courses above deal with the history of Israel.)

(S) Life of Christ (Uniform Series) 52.
(S) Apostolic Leaders (Uniform Series) 52.
(S) Patriarchs, Kings & Prophets (Uniform Series) 52.
(W) Many Sided David—Howard (Adult Elective Series) 13.
(W) Many Sided Paul—Green (Adult Elective Series) 13.
(W) Ten Commandments for To-day—Dale.
(W) A Study of the Lord's Prayer—Richards.
(W) The Message of Amos—Robinson & McAfee (Adults Elective Series) 13.
(W) The Message of Deuteronomy—Luccock (Adults Elective Series) 13.

(W) The Message of Galatians—Luccock (Adults Elective Series) 13.
(Y) Message of the Twelve Prophets—Murray 28.
(Y) New Studies in Acts—Bosworth 19.

III. Christian Life Courses (Includes Doctrinal)

(A) Fundamentals of the Christian Religion—Halfyard.
(A) Program of the Christian Religion—Shackford.
(A) Religion and Life—Hull.
(A) The Man of Power—Hough 12.
(A) Christianity and World Democracy—Heber 13.
(A) A Man's Religion—McDowell.
(A) The Liquor Problem—Richardson.
(A) Studies in Recent Adventism—Sheldon.
(A) Christian Science—So-Called—Sheldon.
(A) A Four-Fold Test of Mormonism—Sheldon.
(A) Theosophy and New Thought—Sheldon.
(A) The Mystery Religions of the New Testament—Sheldon.
(B) Training in Bible Study—Dawes 10.
(C) Religious Education in the Family—Cope.
(C) Christian Faith for Men of To-day—Cook.
(C) What Is Christianity?—Cross.
(C) The Realities of the Christian Religion—Smith-Soares 9-36.
(C) Paul—a Pioneer in Christian Living and Christian Service—Goodspeed 9-36.
(J) Old Testament Character Crises—13.
(J) Old Testament Evangelism 13.
(J) The Church a Field of Service—Rust.
(J) The Young Christian and His Bible—Geistweit 10-25.

(J) Christianity in a New World—Burton.
(J) The Young Christian and His Work—Grenell.
(J) A Young Man's Difficulties with His Bible—Faunce.
(J) Principles of Christian Service—Cope 10.
(R) Christian Ethics—Davidson.
(R) Studies in the Life of a Christian—Sell 14.
(R) Studies in Vital Questions—Sell 16.
(R) Bible Study by Doctrines—Sell 24.
(R) Religion of a Mature Mind—Coe.
(R) How to Study the English Bible—Cudlestone.
(S) The Modern Church—Nordell (Senior Graded).
(W) Christian According to Paul—Faris (Adult Elective Series).
(W) Paul's Message for To-day—Miller.
(W) A Christian's Habits—Speer.
(W) A Young Man's Questions—Speer.
(W) Money, the Acid Test—McConaughy.
(W) The Christian Home (Adult Elective Series) 13.
(W) Elements of Personal Christianity—Luccock (Adult Elective Series) 13.
(W) Characteristics of the Christian Life (Adult Elective Series) 13.
(W) The Christian in Social Relationships (Adult Elective Series) 13.
(W) Fundamentals for Daily Living (Adult Elective Series) 13.
(W) Fundamentals of Christian Experience (Adult Elective Series) 13.
(Y) Christ in Every-Day Life—Bosworth.
(Y) Christian Basis of World Democracy—LaTourette 12.

(Y) Christianity and Amusements—Edwards 10.
(Y) How God Calls Men—Harris.
(Y) How Jesus Met Life Questions—Elliot.
(Y) International Aspects of Christianity—Davis.
(Y) Marks of a World Christian—Fleming.
(Y) Meaning of Faith—Fosdick 13.
(Y) Meaning of Prayer—Fosdick 10.
(Y) Meaning of Service—Fosdick 12.
(Y) Manhood of the Master—Fosdick 10.
(Y) Meeting the Master—Davis.
(Y) Psalms of the Social Life—McAfee.

IV. Church History

(C) Christianity and Its Bible—Waring.
(C) Great Men of the Christian Church—Walker.
(C) How the Bible Grew—Lewis.
(J) Church History by Periods—Vedder.
(J) History of the English Bible—Pattison.
(P) History of Bible Versions—Wood 15.
(P) Church History 15.
(P) The Church in the Reformation 7.
(P) History of Missions 4.

(Pilgrim Press Outline Study Courses.)

(R) History of the Christian Church—Moncrief.
(R) The Missionary Enterprise—Bliss.
(R) Studies in Early Church History—Sell.
(R) Landmarks in Church History—Carver.
(R) Early Church History—Bartlett.
(S) Landmarks in Church History—Rowe 52.
(W) Church History in Brief—Moffat.
(W) Growth of the Christian Church—Nichols.
(W) Sketches of Church History—Wharey.
(W) How We Got Our Bible—Smythe.

NOTE:—Every class should study the history of its own denomination and the principles for which its church stands. Suitable texts are available at the denominational boards.

V. Social Service and Missions

(B) Country Church in the South—Masters 8
(B) Making America Christian—Masters 6.
(B) All the World in All the World—Carver 12.
(C) Social Duties from the Christian Point of View—Henderson.
(C) Message of Jesus to Our Modern Life—Mathews 9 to 36.
(C) Message of the Prophets to the 20th Century—Willet 9 to 36.
(C) Religions of the World—Barton 20.
(G) The Bible and Social Living (4th Year Senior) 52.

May be used as the following short courses if desired:

1. The Family 6.
2. The Community 6.
3. The State 6.
4. The Church 6.
5. The Industrial Order 13.
6. Bible Spokesmen for the Kingdom of God 13.

(J) Social Principles of Jesus—Rauschenbusch.
(J) Social Ideals of the Lord's Prayer—Stackhouse.
(J) Christ and the Nations—Batten 13.
(J) Christianity in a New World—Burton.
(J) By-paths to Forgotten Folks—Hayne.
(J) Redemption of the City—Sears.
(J) The Social Gospel—Mathews.
(J) Stewardship and Missions—Cook.

(J) 2,000 years of Missions Before Carey—Barnes.
(P) Problems of the 20th Century City—Burr 25.
(P) A Study of the City—Hall 14.
(Pilgrim Press Outline Study Courses.)
(R) Missionary Enterprise—Bliss.
(R) Missions in the Plan of the Ages—Carver.
(R) Modern Missionary Challenge—Jones.
(R) Appeal of Medical Missions—Moorshead.
(R) Nineteen Centuries of Missions—Scudder.
(R) Missionary Principles and Practices—Speer.
(R) Christianity and Other Faiths—Tisdall.
(R) Social Task of Christianity—Batten.
(S) The Conquering Christ—Boone 52.
May be used as four short courses:
1. Comparative Religion 13.
2. Eastern Missions 13.
3. Western Missions 13.
4. The Business of Missions 13.
(W) Money, the Acid Test—McConaughy.
(Y) Faiths of Mankind—Soper 12.

All the denominational boards publish text-books and other literature pertaining to their own fields. So, too, the Missionary Education Movement of North America, and the Women's Council publish annually texts covering specific home and foreign fields. The following are some typical publications:

Challenge of the City—Strong 8.
Challenge of the Country—Fiske.
Immigrant Forces—Shriver.
Aliens or Americans—Grose 8.

The Bible and Missions—Montgomery 6.
The Church and the Community—Diffendoerfer 6.
Christian Americanization—Brooks 6.
The Why and How of Foreign Missions—Brown 6.
The Kingdom and the Nations—North 6.
The Lure of Africa—Patton 6.
The Uplift of China—Smith 8.
India Awakening—Eddy 8.
Building with India—Fleming 6.
The Trend of the Races (Negro)—Haynes.

III: EXAMPLES OF COURSES THAT HAVE BEEN USED

The courses outlined below have actually been used by organized Men's Bible Classes. It is not likely that any one of these courses will suit other classes just as they stand, but they do show how balanced courses have been planned. The figures following the course subjects indicate the number of weeks in the course. The number of weeks do not always total 52—the weeks not indicated were used for Christmas, Easter and Rally Day Programs or were alloted to special outside speakers.

Heart of the Old Testament—12 (Bible Outline).
Mexico To-day—6 (Missions).
Pastoral Epistles—7 (Intensive Bible Study).
Challenge of St. Louis—11 (Social Service).
How We Got Our Bible—9 (Church History).

(The Influenza epidemic caused the cessation of class sessions for five weeks.)

Life of Christ—9 (Bible Outline).
Epistle of James—9 (Intensive).
Lure of Africa—8 (Missions).
Bible Spokesmen for the Kingdom of God—12 (Social Service).
Wisdom Literature 11 (B. O. and Intensive).

International Peace—13 (Christian Life).
Life of Paul—11 (Bible Outline).
Immigration—8 (Missions).
Re-Statement of Baptist Principles—10 (Christian Life).
Social Teachings of Jesus—10 (Social Service).

How to Use Your Bible—13 (Christian Life).
Challenge of St. Louis—13 (Social Service).
Bible Biographies—13 (Intensive).
Story of the New Testament—13 (Bible Outline).

The Meaning of Service—13 (Christian Life).
Gospel of John—13 (Intensive).
Amos—13 (Intensive and Christian Life).
Survey of Western Missions—13 (Missions and Social Service).

History of Religion—12 (Church History and Missions.
Hebrew Law—6 (Intensive).
The Family—7 (Christian Life and Social Service).
The Church and the Community—6 (Social Service).
The Bible and Money—6 (Christian Life).
Romans—13 (Intensive).

Hosea—8 (Intensive).
Life of Christ—13 (Bible Outline).
David—13 (Intensive).
Redemption of the City—8 (Social Service).
What It Means to be a Christian—8 (Christian Life).

Christian Americanization—6 (Social Service).
Story of the New Testament—17 (Bible Outline).
Survey of Baptist Missions—9 (Missions).
What it Means to be a Christian—11 (Christian Life).
Psalms—7 (Intensive).

Life of Christ—13 (Bible Outline).
Baptist Principles—8 (Christian Life).
Immigration—13 (Missions).
A Young Man's Problems—13 (Christian Life).
The Bible and Money—4 (Intensive).

It will be seen that in no case has it happened that all the five groups of subjects mentioned in the previous chapter, have been included in one year's course. While there should be considerable pure Bible study in each year's series, yet it does not follow that there must be an outline course each year —the class may find it advisable to skip a year, devoting the time to more intensive study. So, too, it is hardly likely that there will be a Church History course each year. If the course is one like Proverbs, or James, both intensely practical books, the class may not need another Christian Life course

during that season. Each class must decide what it is that it needs most, and then plan the course accordingly. Class study is always made for the class—not the class for the study. The suggestions given in this chapter should enable the Teacher or Lesson Course Committee to plan suitable, balanced courses to give the members the spiritual food they need.

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Chapter Seven

EXECUTIVE LEADERSHIP IN THE CLASS

1: QUALIFICATIONS OF A CLASS PRESIDENT

Character

NEXT to the Teacher, the President is the most important officer of the class. He is the spokesman for the class at all times and by him the class is judged.

The President should first of all and above all be a Christian Man. He should be a member of the church in which he is working. He should be an *every day Christian.* He should be a man of sincere Christian convictions, a lover of the Bible and known for his prayer life. No man without these qualifications can hope to be a successful President of a class of men in the Sunday School, no matter how much executive ability he may have. There comes to the writer's mind the recollection of a young men's Bible Class whose President indulged in the most vulgar thinking and in the vilest language while outside of the class room. Is it surprising that there was brought upon the class and upon its church only ridicule and contempt?

Executive Ability

If necessary to choose between a Christian man without executive ability and a non-Christian with executive ability, the choice should unquestionably fall upon the former. The ability to lead and to direct is, however, essential to class growth. There are many good Christian young men who make excellent workers if wisely directed, but who have not the ability to lead. These men, unless they make strenuous efforts to develop the qualities of leadership, will not do good work as class executives. The President must be able to put every member of the class to work; he must be ever alert to see that every officer is filling his job to the best of his ability; he must have good common-sense judgment to meet the many situations that arise from week to week in the class; he must have executive ability so as to plan future work for the class, and to see that it is carried to a satisfactory conclusion.

Personality

Personality, too, should be considered in selecting the presiding officer of the class. By personality we mean that which distinguishes or differentiates one—that indefinable something in a man which causes him to be liked or disliked. Personality is largely dependent upon the so-called little

things of life. The class leader, for instance, should be a *leader,* not a boss. Members ordinarily resent being bossed, but will usually respond willingly to the right sort of leadership. To secure response the President must first establish a willingness on his own part to serve. Trying to talk service into the other fellow without action to back it, is a certain means of killing the embryonic germ.

The class President must exhibit a warmth of friendship toward each and every member; he must be no less interested in the class members than the Teacher, for he is a spiritual leader as well as an executive. The physical bearing of the President must also be watched. His clothes must be kept spotless and neat or he will lose the respect of the members. He should maintain an erect, alert business-like attitude before the class, not lounging on tables or other furniture. A drowsy appearance on the part of the presiding officer is not likely to stir the class to wakeful activity.

ENTHUSIASM, ENERGY AND INITIATIVE are the basic elements of good leadership. Coupled closely to them is self-reliance. These qualities may not all be present in every presiding officer. If all of these elements are found in any class President, fortunate is the class possessing him. Every class leader should strive to develop these qualities, for

they can be developed by persistence in doing the things expected of him.

Knowledge of the Work

The class President should have in addition to the aforementioned qualifications, *a knowledge of the aims of the men's class, its needs,* the *methods of work* and the *materials with which the work* is done. He should read all available literature on the work of the organized Bible Class, missions, social service, and the like. It would be advisable for the President to visit other organized classes occasionally and observe the methods used by them. If, because of the needs of the class, the President cannot make these visits himself, he should delegate some of his assistants to do this work. Care should be taken to see that only one or two members are away from the class on any one Sunday, so that the attendance is not seriously affected. The President should also keep in touch with the work of the other departments of the Sunday School and the Church. He should be familiar with the ideas and ideals being worked out, so as to be in a position to lead the class in hearty coöperation with all general plans.

Knowledge of Membership

Finally, the *President should know the class members.* He should study each individual man in the

class. He should know their likes and dislikes, their abilities and limitations. He should be able to suggest men as assistants to the several officers at any time. The President should aim to see that every man is at work as an assistant to some officer. It is well in the larger classes to keep a card or note-book record of the members, their abilities and willingness to serve.

II. THE SUNDAY SESSION

The *class President* has charge of the Sunday morning sessions. This is *not* a part of the Teacher's duty. In too many cases the Teacher, who often happens to be the Pastor, opens the class session, asks for the reports, makes announcements, discusses class business and teaches the lesson. Yes, this has actually been known to happen! This tendency is bad; it makes the class too much of a one man affair. This is also true about the class discussions. While the Teacher and the Pastor should give their views, and should have them respected, yet the feeling should be encouraged that the work of the class is in charge of the *class,* and not wholly in charge of the Teacher.

Upon the President rests the responsibility of keeping the real purpose of the class, Bible study, from being eclipsed. He must strive to avoid the

waste of time entailed by frequent long discussions on business matters. THE TEACHER'S TIME SHOULD BE CAREFULLY GUARDED. The class session should be started on time, if only two are present. The announcements should be brief and to the point. All secular business should be kept out and transacted at the regular business meetings.

The Sunday session should be of a devotional spirit. The class should have a well worked out program to be followed. No President should ever stand before the class without a definitely planned order for the day's exercises. This order of service may be adapted to any needs of the class; no set program can be given that will suit all classes. If the class meets with the Adult Department, the opening worship program will be taken care of there. If not, the class must formulate its own worship service. This will include singable songs that men like, including a class song, devotional prayers for the class work and for sick members; and possibly a brief devotional message brought by some member. Announcements should be made at the beginning of the session, so that the Teacher's message is the final impression on the minds of those present. The whole worship program should be planned to lead the men into an atmosphere to receive the lesson of the day.

A Typical Class Program

9:15 President on hand for preliminary consultation with other officers.
Vice-President at assembly-room door to welcome strangers.
Visitor on hand to welcome members.
(Assistants in class-room to welcome any who may come there direct.)
Librarian distributes Bibles, song books, lesson outlines, in class-room.
Teacher, Treasurer, Reporter, Entertainer, arrange charts, announcements on blackboard, etc.

9:30 Opening worship with Senior or Adult Department.

9:45 Class retires to class-room.
Secretary at door to pass out attendance slips and collection envelopes.
President calls class to order.
Prayer by a member.
Reports of Vice-President and Visitor (*brief*).
Welcoming new members and assigning prospects.
Report of Secretary and Treasurer (*brief*).

10:00 Class Song.

10:05 Current Topic Talk—by a member—or special devotional feature.

10:10 Lesson Period.
10:45 Closing Song and Prayer.
10:50 Adjourn to Preaching Service.

Many Presidents are failures in the matter of introducing special speakers. These introductions should be brief, pointed and snappy. The President should not go into detail regarding the history of the speaker. All such details should be taken care of in the preliminary advertising. A brief statement of who and what the man is and what he is to talk about, supplemented by a bright, pointed anecdote will usually suffice. After all, the class wants to hear the speaker, not the chairman's long-winded introduction. Under no circumstances introduce a speaker by reading a lengthy history of his life from notes, as many chairman have been known to do.

III: BUSINESS SESSIONS

Regular business meetings are essential to class success. Monthly meetings are desirable, but some classes find bi-monthly and quarterly meetings entirely satisfactory. One thriving class of busy men has semi-annual meetings. Provide for as frequent meetings as the members can attend—but let them be *regular*. All class business should be transacted at the business meetings, leaving the

Sunday service for the study of God's word. The business meeting should be planned just as carefully as any Sunday session. The by-laws should provide an order of business to facilitate the handling of class business. The following is suggested, but may be altered to suit conditions in the class.

1. Call to order.
2. Prayer.
3. Reading of minutes of previous meeting.
4. Reports of officers and special committees.
5. Unfinished business.
6. New business.
7. Elections.
8. Adjournment.
9. Social hour.

As in the case with the Sunday meetings, the business meeting should be called to order *promptly*. When the habit of punctuality is once established, waste time is eliminated and difficulty regarding attendance reduced to a minimum. Foolishness should not be a part of the business session. Members sometimes feel that the business session should be made part of the scheme of entertainment. This should not be. By all means have a portion of the evening set aside for fellowship and social features, but let it be understood that business meetings are for business. Many men do not attend business

meetings for the reason that so much time is wasted during the business period, that the social features are brought to a close rather late. They do not feel that they can afford so much time. As soon as our organized classes realize this, the attendance at business meetings will increase.

IV: EXECUTIVE MEETINGS

Of equal importance with the regular business meetings, are the meetings of the executive board. The President should make the officers his advisors and helpers in all important matters. While each officer should be given freedom in the conduct of his office, there are class problems and plans that demand the attention of all the officers rather than some of them. Such matters as a class-day service, class banquet, reunion or the like, need the coöperative planning of the whole board. The carrying out of the plans as formulated by the board can then be left to the individual officers. These details of larger plans can be worked out better and more expeditiously in an officers' meeting than in a general business meeting. The officers will of course submit a completed outline of their work to the class for approval. The meetings of the officers should be held regularly, once a month if possible, just before the regular class meeting.

V: FUNDAMENTALS OF PARLIAMENTARY PRACTICE

If he is not familiar with parliamentary procedure, the new President should take steps at once to learn its rudiments. All business of the class should be conducted in accord with recognized principles of parliamentary law, the only expeditious way of handling class affairs. The following brief outline of parliamentary practice, based on King's "Practical Parliamentary Guide," includes those essentials that will enable a President to conduct a meeting of the Men's Bible Class. No elaborate system is needed as in state legislatures and the Houses of Congress, yet the basis in both cases is the same. These suggestions are sufficient for all ordinary purposes.

Before any business can be transacted a quorum must be present. The number that shall constitute a quorum should be fixed by the by-laws—at least 25 per cent of the class membership should be required. Without this provision, a very few members might very easily manipulate the whole organization.

In order to obtain the floor to present a proposition or to speak on a question it is necessary for the speaker to arise and address the chairman by his official title; the chair will recognize the claimant for the floor by name or by nod. This recog-

nition is required before any one is entitled to present a question or take part in debate.

To place a proposition before the class for consideration it is only necessary after being recognized to say, "Mr. President, I move that ....," stating in simple words the action that is desired. No discussion should be permitted before a motion has been made. Every principal motion must be *seconded* by another member of the class, or it cannot go before the assembly, this rule being based on the theory that it is unwise to waste the time of the assembly on a proposition favored by only one member. No principal motion may be made while another motion is before the house, but all principal motions are subject to certain motions of higher rank.

The time of class business meetings should be fixed by the by-laws. If for any reason the class fixes the time from meeting to meeting, a motion to set this time takes rank over any other motion that may be before the house. This motion requires no quorum, cannot be debated, cannot be used to change the time of a meeting already set, and is in order even if a motion to adjourn has been placed, but the vote not announced by the chair.

As soon as a motion has been made and before any debate has taken place, a member may move the

question of consideration. No second is required, but a two-thirds negative vote is necessary to stop consideration of the question. This motion may be reconsidered.

A motion to withdraw the question before the house can be made any time before it has been amended or voted upon. This motion cannot be debated, but may be set aside by an objection to consideration. A two-thirds vote is necessary to withdraw a motion.

If a question consists of several separate and distinct parts, a motion may be made to divide the question. If it carries, each separate part is handled as a principal motion. No debate or amending is permitted on this motion.

The class has the right to change any proposal brought before it by amending the original motion. As many as two amendments may be put on one motion. If amendments are voted down, others may be proposed until two have carried. In voting, the second amendment is voted on first, then the first and finally the principal question with whatever changes the class may have made.

A motion to fix the manner of voting can be used on any question, but can be neither debated nor amended.

The previous question is moved in order to stop debate. It requires a two-thirds vote to pass and

cannot be debated, amended, or applied to more than one question at a time. The previous question does not necessarily force a vote—the principal question may be tabled or referred to a department head or committee. A motion to refer the question may be debated.

When it is desired to postpone action upon a question, after discussion has taken place a motion may be made to "lay it on the table," which may be for a definite time or indefinitely. If tabled indefinitely it is virtually killing the proposition. a motion to take from the table being necessary to bring it before the class for discussion. If it is desired to postpone action before discussion, a motion to postpone for a definite or indefinite time is required.

A member may move for the reconsideration of a question already acted upon by the class. The motion must be proposed by a member of the prevailing side at the time the question was first considered, but cannot be made during the same meeting.

In order to permit special action that may be contrary to the class by-laws or constitution, the class may, by a two-thirds vote, move to suspend its rules. This motion cannot be amended or debated.

A motion for adjournment may be made against any question before the assembly, but not while a

member is on the floor. In case of failure of the motion, it cannot be renewed until progress has been made. This motion may be debated as a principal question only if the time of the next meeting has not been set.

A member may at any time rise to a point of personal privilege if he feels that his rights are being interfered with, or that an attack is being made on his character, or if he desires to be excused from the meeting for good reason. The chair decides the question of privilege, but if it is a case of controversy, the assembly must decide the question before business can continue.

If, in the judgment of some member, a parliamentary law or some provision of the class constitution is being violated he should "rise to a point of order." The chair decides whether or not the point is well taken, and if it is, calls the offending party to order.

In all cases of "points of privilege" and "points of order," the members involved may appeal from the decision of the chair. In the case of a point of order the appeal must be seconded. The chair then asks, "Shall the decision of the chair stand?" A two-thirds vote should be required to overrule any decision of the chair.

When a member desires information about the question being discussed, or about the parliamentary

procedure governing the question he should "rise to a point of information." This point takes rank above debate.

A careful study of these few basic rules of parliamentary practice will show that they are based on common-sense business methods. There are of course many refinements to the practice given above, with which the President should gradually strive to become familiar, but the suggestions given here will enable any class President to conduct meetings in proper order and without waste of time.

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Chapter Eight

THE CLASS'S SPIRITUAL SERVICE

THE class President is not only the executive, but the spiritual leader as well. In this branch of his work he will, of course, work in close harmony with the Teacher.

1: PERSONAL EVANGELISM

Requirements

Contrary to common belief, personal evangelism is not a mysterious rite, but simply starting at home to fulfill Christ's last command. A prayer life is essential to successful evangelism; without it all efforts fail. Tact is another requisite; patience must be used in dealing with prospects. Too much should not be expected at once, but if the evangelistic work is well handled, results will be surprising.

The President should appoint several assistants to secure information about the members, their likes and dislikes, and their attitudes toward Christian profession. These assistants, with the President, should endeavor to win the confidence of the unsaved men of the class. Having done this, it is an easy matter to speak to a man about becoming a

Christian. Fear has been the greatest obstacle in the way of greater evangelistic results among men. Contrary to a common belief, men usually welcome the opportunity to speak of their soul's welfare.

The Prayer Circle

A Secret Prayer and Personal Workers' Circle is one of the best evangelistic assets that any class can have. This circle is composed of an intimate group of workers, meeting once a month under the direction of the President in prayer for the unsaved members of the class. The class as a whole knows nothing of the circle. Sometimes it is possible to have two or more prayer circles at one time, none of which know of the existence of the other. The meetings of the prayer circle need not be long. Several minutes immediately following the Sunday morning service will usually suffice. Some circles, however, hold regular meetings in the members' homes. The circle should pray *individually* for *individuals*. Evangelistic effort backed by the sincere prayers of the Christian members of the class is bound to result in an awakened spiritual consciousness.

Community Efforts

The men's classes should coöperate in every way with all evangelistic efforts in the community.

They can be of great assistance in the case of revival meetings. The President should aim to fit the work of the class into these larger plans. He himself should be a personal assistant to the Pastor, helping him with the evangelistic work among men, distributing tracts to the unsaved, speaking to strangers who visit the church, supplying ushers for regular church and special evangelistic services. In the class he should urge and encourage regular church attendance, and regular attendance at prayer meeting. The thought of Jesus Christ and the service we owe Him should always be uppermost in the mind of the class President.

II: CLASS DAYS

Many classes have annual class days, specially designated by some as "Men's Day," "Baraca Day," "Agoga Day," or something similar. While the general plans are developed by the executive board, they are carried out under the personal supervision of the President. On this special day, which is often the anniversary of the class organization, and frequently a class rally day, extra effort is made to secure a large attendance of men.

One strong men's class has had class days each year since its organization twelve years ago. At first the special feature consisted only of a sermon

by the Pastor to the class at the morning preaching hour. A typical day service now includes not only the special sermon by the Pastor at the morning service, but rally services at the class session often with special speakers, and a service Sunday evening conducted entirely by the class. Usually four speakers, all class members, are on the evening program. Some topic is chosen as a Key Topic and each speaker presents in ten minutes one phase of that topic. Subjects selected are usually evangelistic in their trend, leading to a presentation of Jesus as Saviour at the close. All prayers, Scripture reading and special music are also taken care of by class members.

At both the morning and evening services the entire class marches into the auditorium in a body to special seats reserved for them. Usually they sing some stirring song as they come in, adding to the impressiveness of the occasion.

A Typical Class-Day Program

AGOGA DAY PROGRAM
MAPLEWOOD BAPTIST SUNDAY SCHOOL

9:45 A.M. Sunday School Worship Program—in charge of class President.
Scripture—(Psalm 46)—Class Member.

Morning Thought—"Selah"—Teacher.

10:00 A.M. Lesson of the morning.

11:00 A.M. Annual Agoga Sermon—The Pastor. Subject: "Restlessness of Youth."

8:00 P.M. Annual Agoga Day Service.

Organ Prelude—Prayer and Response —Rockwell

Hymn—"I Love to Tell the Story."

Hymn—"Do You Love Him?" vs. 1, 3, 4.

Invocation—Class President.

Scripture—Mark 1:14-20; Mk. 10:17-31; Lk. 9:57-62—A Member.

Prayer—A Member.

Anthem—"O, Holy Father"— Carrie B. Adams —Choir.

Offertory—"Traumerei" — Schumann

Announcements.

Hymn—"Oh, Worship the King."

Solo—"He Knows the Way"— C. S. Briggs —A Class Member.

Talks:—Theme: "Fundamentals of Christian Living."

1. Church Membership — Class President.
2. Bible Study—Class Member.

3. Worship—Class Member.
4. Soul Winning—Class Teacher.

Hymn—"I Am Thine, O Lord."

Benediction—Pastor.

Postlude—"I Waited for the Lord," from "Hymn of Praise"—Mendelssohn.

The following topics have also been used as the basis of class day services:

1. The Manhood of the Master—Fosdick.
   a. Jesus as a Young Man.
   b. The Master's Endurance and Self-Restraint.
   c. The Master's Sincerity and Affection.
   d. The Master's Loyalty to the Cause.
2. The Young Man and the Church.
   a. When Shall We Start to Serve the Master?
   b. How the Church Aids the Young Man.
   c. When Get Young Men?
   d. Our Reasonable Service.
3. "Not to be Ministered unto, but to Minister"—Service.
   a. Love.
   b. Sacrifice.
   c. Training.
   d. The Call to Service.

Scripture appropriate to the topic should be selected for the general reading. The individual speakers may use portions of this Scripture selection on which to base their talks, or they may select other appropriate passages. The President will usually be one of the four speakers, but should preside at the service in any event.

Preparation

The preparation for special class services should be careful and thorough. After the assignment of the parts to the speakers, several weeks should be allowed for their preparation. The speakers should then meet to pray over and to discuss the talks in order to bring out the strongest points and prevent overlapping. All the talks should converge to the final talk, which will be in the nature of an invitation to greater service for Jesus Christ.

Influence of Class Day Services

Results from class day services are far-reaching. They serve to make the class more widely known; they stimulate enthusiasm and interest; they give members a new vision of Christian service that often ends in a decision for the Christian Ministry. Class Gospel Teams are often an offspring of these services; teams of men that visit pastorless churches and hold religious services, organize Sunday

Schools and young people's societies; teams that visit jails, hospitals, poor houses and bring cheer and hope to empty lives; and all told render a priceless service in communities where souls hunger for the Gospel message.

III: SOCIAL AND COMMUNITY SERVICE

The class that fulfills its ultimate mission is reaching out daily into the church, the community, the world, in an endeavor to serve. These class activities are truly spiritual—their extent is a gauge of the effectiveness of the teaching.

The President should be familiar with conditions existing in the community, the state and the nation. He should direct all community service of the class, such as campaigns for better law enforcement, regulation of pool rooms, elimination of disorderly houses, efforts to secure better housing, more playgrounds, better labor conditions, better treatment of cases of juvenile delinquency, a cleaner, more worthwhile community. A survey of the community will show a field of endeavor beyond conception. And it is remarkable what a class can accomplish in the way of molding public opinion and securing remedial legislation if it wills to do it. When all the men's classes of a community, representing the highest type of men, federate to accom-

plish definite service there is brought into being a force for righteousness that is simply irresistible. Right now one of the biggest tasks before the Christian men of this country is securing enforcement of the prohibition laws upon our statute books—and the men in the nation's organized classes are strong enough to do it. Still other tasks await them when this will have been accomplished.

Many classes in the cities are coöperating with the Big Brother Organizations—helping some boy fight against obstacles in his struggle to live a Christian life; guiding him through the temptations that surround him; and leading him to a manhood of usefulness. Some classes accept the responsibility of conducting Americanization classes for foreigners. Others assist in social centers and mission schools, furnishing teachers, speakers, administrators, musicians, and directors of boys' work activities. Very often the boys' work in the church of which the class is a part, is neglected, and offers a golden opportunity for service to the men's class.

Classes in smaller towns have even greater opportunities for service, for the field is usually in greater need of development. There is greater need for religious service in Sunday Schools, for developing trained leadership, for directing boys' activities, for community improvement, establishing libraries, reading rooms and social centers, than in the cities.

The needs are there—will the organized men's classes just see the needs and then begin work?

IV: MISSIONS

So, too, with missions. The President should keep in touch with the missionary activities of the Church and Sunday School. It is an excellent plan for the class to contribute to missions, preferably through the regular Church or Sunday School channels. Some classes support missionaries, native workers, or even entire mission stations. The mission boards have made it possible for classes that can give only ten dollars a year to have part in some specific enterprise by means of the station plan. Shares in mission stations are issued in any sum from ten dollars upward. The shareholding class then feels an individual interest in the particular station chosen. Letters are received periodically from the missionaries at the station, pictures of and literature about the station may be obtained. Such definite missionary work, plus the regular mission study courses will serve to create and develop a permanent, living interest in world-wide evangelization.

Through class channels missionary and denominational literature may be distributed to the class, church and community. The men's class might

well provide the church with a literature rack and see that it is supplied with tracts which are supplied by the mission boards. This phase of work belongs more specifically to the work of the Librarian which is to be discussed in a later chapter.

V: EXTENSION WORK OF THE CLASS

Correspondence Study

Many men because of their occupations can only attend class sessions at irregular intervals. Some, like traveling salesmen, may find it difficult to attend any class for perhaps weeks. Here is a wonderful opportunity for the class to conduct a correspondence study department for such men. Use texts of the Denominational Publication Society, University of Chicago and Y. M. C. A. These may easily be carried by travelers; the assignments are short and interesting; the material is educational and inspirational. The President should appoint an assistant to look after the details of this division of his work, to secure reports of work done and offerings.

Home Department

An assistant to the President should work to enroll all the men of the community, who for any reason cannot attend class, in the Home Department

of the school. If there is no such department, there is no reason why a live class should not assume the responsibility for the conduct of a Home Department. The men's class many often coöperate with a women's class in such work to good advantage.

Teacher Training

It is natural that the school should look to the men's class for teachers and leaders of boys. A leader-training course should be a regular part of the extension work of the class. One class held a fifteen-week course using as texts Raffety's "Brothering the Boy" and See's "Teaching of Bible Classes." The men who took the work (which was given for forty-five minutes before the regular class session) felt less reluctant to attempt the teaching of classes when offered them. From such a small beginning a regular school teacher training class might easily be developed.

VI: IN CONCLUSION

It will be seen from the foregoing outline that the work of the class President is of such importance that the class must elect its very best man to the office. He has vast opportunities. If he will persevere and give his best he will set an example to the other officers that will be a stimulus to greater

effort on their part, and that will result in a greater class influence in the community and among its young men. No one class will be likely to engage in all the activities enumerated in this chapter. The class under the direction of its President should discover the problems that await solution, and then proceed to solve them.

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Chapter Nine

BRINGING IN THE MEN

IN the departmental plan of organization, the Vice-President has a very definite and most important task to accomplish—building the class membership. Too often this office is considered a sinecure and a good man is lost to service. The Vice-President should aim to make the initials of his office, V.P., mean "Valuable Person," and not "Very Poor" as is so often the case.

I: QUALIFICATIONS OF THE VICE-PRESIDENT

In general the Vice-President should have the same qualities of leadership as the President. His work should be characterized by a spirit of strong, quiet perseverance, backed by an attractive personality. He must be convincingly friendly and should make a spirit of genuine welcome and a feeling of cheer fill the class room.

II: DUTIES AS THE CLASS RECRUITING OFFICER

Sunday Morning Welcome

The Vice-President should be the first person present at the Sunday morning class sessions, so

that he may welcome strangers and also give the hand of fellowship to the regular members as they arrive. If the class is a large one, he may use several assistants, stationing one or more at each entrance to the school assembly room and the class room. The first impression made upon a visitor is often the means of winning him for a member. If that impression is unfavorable the man may be lost not only from the class, but also from the service of Christ. This phase of the work should under no condition suffer neglect.

Making Men Acquainted With Each Other

The Vice-President should seek to make every man present acquainted with every other man. Special attention should be paid to this at the close of the session. At that time an observer will see something like this happen: after the closing prayer, there will be for a moment an appearance of general commotion—men moving around, moving chairs, etc. This apparent chaos will then gradually resolve itself into a number of groups drawn together by some common interest. Outside of these groups there will usually be several individuals, who either because of timidity or because they are strangers, will be left by themselves. The Vice-President and his assistants should be on the lookout for those men and see that they are directed to

one of the groups or are engaged in conversation by assistants during the few social moments that remain before church service. The final impression must be equally favorable with the first impression. To gain members a class must show itself friendly.

It is more difficult for all members to know each other in large classes than in smaller ones. One class solved this problem by furnishing each member with a large celluloid button upon which he wrote his name. Between sessions the buttons are filed on boards—easily accessible to the men as they arrive at the class room. At the sessions, men can then call the other members *by name*—quite a step in itself toward more informal fellowship.

"Follow-up" of Visitors

Every visitor who attends the class should be "followed" with a view of making a regular attendant of him. It is the duty of one of the Vice-President's assistants to secure the name, address, business, etc., of every visitor who attends. If a visitor is permanently located in the community, every effort should be made to make a regular member out of him. During the week following his first visit to the class, a card or letter should be sent to him stating that the class was glad that he met with them on the preceding Sunday and expressing the

hope that he liked the class well enough to return the following Sunday. The letters should be followed by phone calls and personal calls until the prospect either joins the class or some other class or moves out of town. If the visitor is a transient, the card or letter should be sent him anyway. Some classes mail all visitors a copy of the class bulletin for the two weeks following their visit to the class. Such visitors usually carry the story of the class and its methods back to their homes and their home classes.

III: RECRUITING METHODS

While cards, letters, phone calls, circulars, posters and paid advertisements should be used in recruiting, the surest method of building class membership is through the personal touch. It is impossible for any Vice-President to make all the calls that will be required, personally. He must have a large corps of assistants to help in the work and the complete coöperation of the entire class membership.

The "One-at-a-Time" Plan

The best method of building up class attendance known to the writer is the "one-at-a-time" plan, first described by Marshall Hudson.[1] Wishing that

[1] Hudson—"The 'How' Book."

the class had a large membership, does not bring in new members; neither does complaining that the men do not come out. There is just one way to get men into the class—GO AND GET THEM. By the "one-at-a-time" plan, it is possible to build up the class membership more quickly than by any other method and yet without overworking any member. By this plan, attendance is more easily maintained —the men who are brought in, come to stay and to work.

When using the "one-at-a-time" method, the Vice-President is what an officer should be—the director. At least two-thirds of the class members should be at the disposal of the Vice-President for recruiting. These members are divided into teams of seven men each. The other third of the class is divided in the same way, but is under the direction of the Visitor in his work of maintaining the attendance. These two officers work together, alternating groups, so that all members will work on prospects for part of the time.

To each team is assigned each week the name of one man whom it is desired to bring into the class. Each member of the team is assigned one day on which he is to visit his group's prospect. One man will call on the prospect Monday, another on Tuesday, another on Wednesday, and so on through the entire week.

Note now the probable psychologic effect upon the prospect. On Monday a class representative calls on him at his home or at his place of business and merely introduces himself and extends the invitation to visit the class. On Tuesday another member will call and extend his invitation. On Wednesday the prospect will probably tell the third man that two others have already been to see him. Let that pass; don't say "Yes, I know it, and there will be three more here during the week." By Thursday the unusually hard prospect will be visibly impressed and may even remark that the class must be pretty much alive; then again the prospect may become irritated. Don't show that it has been noticed; and *don't argue;* just leave the invitation. By Saturday the prospect may have been impressed sufficiently to say, "I will come out tomorrow if I get up in time." Don't be elated; this may be said merely to get rid of the visitor. The final clincher is the Sunday man. On Sunday morning about an hour before time for the class to meet, the seventh man goes to the prospect's home and will most likely find him asleep. When awakened he will probably say that he would come if he were dressed. Then just tell him that he has a whole hour and that you are there to bring him to class and will wait for him. Nine times out of ten you will appear at class with your man.

If with all the efforts of the group you fail to get the man, what then? Give him up? Not much! The next week a second team goes after him, and another the following week if necessary. Marshall Hudson, in "The 'How' Book" tells of a man *who was visited fifty-six times with no apparent results,* and then came out after the *fifty-seventh call.*

If the class is small that need not deter the Vice-President from using the plan. If only seven men are available change the order of going if necessary to send the group after a man the second week. Let the Monday man go on Wednesday, and so on. In most cases you will have gotten the prospect by the end of the second week or he will have moved out of town. The great beauty of this plan is that it requires no more than fifteen minutes of a busy man's time, one day a week, as the visits are not necessarily lengthy social calls.

Having secured your man, assign him at once to a group and let him go after some other man—he will enjoy giving some one else the same medicine which he received. Gradually as the membership increases more groups will be at work and the class will grow correspondingly.

Assuming that each group at work secures only one new member a month, out of the possible four, a conservative estimate indeed, that means an in-

crease of ONE HUNDRED AND SEVENTY PER CENT in the membership of the class in one year. What class is increasing at that rate under the haphazard, artificial methods of stimulation so frequently used? To the leaders who work in spurts this plan may seem very slow in its results. To such we say, "Just give it a trial for three months and then judge its value. This plan has been successful wherever *worked.*"

Campaigns

Special campaigns for members do create temporary enthusiasm and have their place in the scheme of class activities. Such flash campaigns should never be allowed to take the place of steady, determined effort on the part of the Vice-President and his assistants.

One men's class with a membership of twenty-five holds an annual reception for all the men of the community—a splendid means of making them acquainted with each other and with the class. A live speaker, some good entertainment and refreshments are provided; the class officers make talks telling what the work of the class means to them; the Vice-President and his assistants are on hand full force and extend personal invitations to join the class. Such a reception usually puts the class in touch with a number of new prospects.

An annual student's reception is held each autumn by another class, and serves to line up those students from out of town who are attending school and college in the city where the class is located. This reception not only brings a large number of students into the class, but performs a real service in making strangers feel less strange during the first few weeks away from home.

Rally Day is a logical time for a membership campaign. Effort should be made to secure the attendance of every member past and present, as well as prospects. It is better to permit the regular Teacher to have the Rally Day lesson hour rather than an outside speaker. He needs the inspiration of large numbers after weeks of service with a smaller class.

Anniversaries of the Class Organization offer opportunity for special effort to secure the attendance of all former members of the class. A class reunion of this nature may be genuinely inspirational. Usually classes hold anniversary celebrations at intervals of five or ten years.

Easter, Mothers' Day, Thanksgiving and Christmas also lend themselves very well to special attendance effort.

Contests

Frequently the membership campaign takes the form of a contest in which points are allotted on

a basis of new members, visitors, and punctuality. As a climax the side receiving the most points in an allotted time is usually treated to a supper by the losers. Such a contest will bring in large NUMBERS *during the period of the contest,* but when the artificial stimulation of the contest ceases to exist—most of the new members (?) begin to drop away. Oh, yes, such members can be held by a continuous plan, such as the "one-at-a-time" method—but why not use this method at the beginning? The same amount of effort properly applied will secure more permanent results than an "Attendance Contest," which results in a cessation of activity when it is over.

The chief weakness of most contests is that they are conducted largely for the sake of the contest. A certain member of a young men's class thought that a new contest should be started just as soon as one had ended. When it came to real effort to save souls or work for the betterment of the organization, this young man was always somewhere else.

A spirited contest between a successful young men's class and the young ladies' class of corresponding ages, illustrates the usual end of this form of endeavor. Both classes had an attendance of about twenty a Sunday at the beginning of the contest. On the fifth Sunday when the contest ended

the ladies had ninety-five and the men seventy-four.

Certain visitors were brought by both classes just to count the three points for each. Some hard feeling was created in the allotment of points. The losing class gave the winners a banquet, the largest to that time held in that particular church, after which attendance in both classes reverted to its former average.

There is now offered by the International Sunday School Council, the thoroughly sound *Four-Square* contest based on a real service program. It is arranged for inter-class, inter-city or inter-county competition. Wherever properly conducted, permanent good has resulted. A leaflet of information can be secured from the Council or the State Association offices.

The few permanent workers gained could have been gotten more easily if a business-like system had been used.

Sources of Prospects

Visitors to the class and church services are always possible prospects. The Vice-President should have assistants at both the morning and evening preaching services to meet strangers who may be present. The class may conduct a religious census or coöperate with the community churches in conducting one. This will be a source of many live

prospects. The Church Clerk should be consulted, and his roll examined—many prospects will be revealed in this way. The community might well be divided into districts with an assistant to the Vice-President in charge of each one, he to watch for new families that move into the neighborhood. If the men who have just moved into the community are seen as soon as they move in, the possibilities of securing active workers is greatly enhanced.

IV: USING THE NEW MEMBERS

Recognition of New Members

Many classes have a monthly recognition service for the new members—not a "horse play" initiation, but a dignified service of just a few minutes duration at one Sunday service. Such service need include only a few words of welcome from the President or Vice-President in order to make the new men feel at home and to make them acquainted with the other members of the class, and a brief outline of the purpose and aims of the class. At this time the class button and other class literature should be given to the new men.

Importance of Putting New Members to Work

Work is necessary to create and keep up the in-

terest in the class. The new man should be made to feel that the class can do him good and that he in turn can be of service to the class and to the Kingdom. New men should be assigned to definite work on recruiting teams and as assistants to class officers, placing them in positions that will be congenial. Many a man has been lost to the Kingdom just because he has been brought into the class and allowed to wither. Any recruiting plan that does not utilize its new members will certainly fail.

Importance of Wearing the Button

This should be stressed regularly. The denominational class button, or the International Organized Adult Class Emblem establishes a bond of fellowship between Christian men who meet as they travel about the city and as they visit in other communities. Wearing the button helps to advertise the class as well as the Organized Class Movement. There is the feeling of reality and importance which comes from wearing the button.

V: THE VICE-PRESIDENT AS ACTING PRESIDENT

The Vice-President should be as familiar with the work of the class as the President himself. He should have a brief conference with the President at least once a week in order to keep in close touch

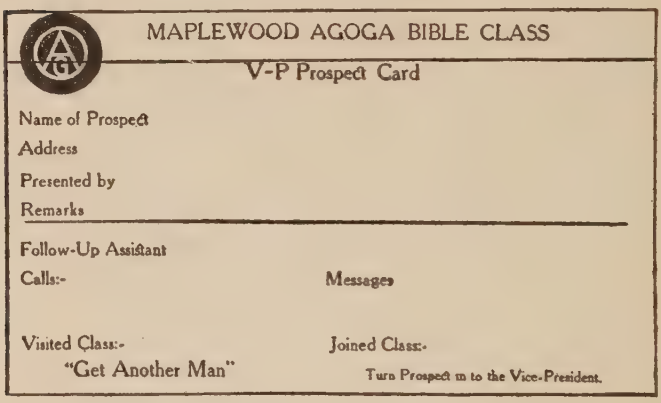
with all of the President's plans. It is of course the duty of the Vice-President to preside over the class sessions whenever the President is absent. It is therefore doubly important that the Vice-President be a regular attendant. Sometimes the President may be called away without having time to

FIGURE I—CLASS INVITATION

notify the Vice-President—the latter must be able to step into the breach. In ordinary cases the Vice-President should always be given notice that he will be expected to act. In the event of a prolonged absence of the President, due to sickness, the Vice-President should preside and relieve the President of routine duties without special notice. The importance of regular conferences with the President can thus easily be seen. With a live Vice-President

there is no need for the class work to stop in the case of absence of the President, nor for the burden to be thrown upon the Teacher.

In business meetings the Vice-President may often be called upon to preside when the President wishes to speak on a motion. It is not good par-


MAPLEWOOD AGOGA BIBLE CLASS

V-P Prospect Card

Name of Prospect

Address

Presented by

Remarks

Follow-Up Assistant

Calls:- Messages

Visited Class:- Joined Class:-

"Get Another Man"

Turn Prospect in to the Vice-President.

FIGURE 2—VICE-PRESIDENT'S PROSPECT CARD

liamentary practice for the chairman to speak for or against a motion from the chair.

VI: RECORDS

The Vice-President will find carefully kept records of valuable assistance. He should record the names and addresses of all visitors and other prospects; dates of cards, letters, phone and personal

calls; records of the results secured by the several teams; and records of all prospects who join the class. Such records will enable him to follow up his prospects effectively and to make comprehensive reports of the work done by his department. If such records are available a new Vice-President will find his path much smoother. The forms herewith (Figures 1 and 2) are some that have been used by class Vice-Presidents to good advantage.

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Chapter Ten

HOLDING THEM

I: THE MAN IN CHARGE OF THE WORK

THE men's class must not only work to increase its attendance—it must *maintain* the attendance of those already on the membership rolls. This is usually a harder task than bringing in new members. In its complete sense the purpose of the class must be *"to have, and to hold."* For this important work the Visitor is responsible.

The Visitor must have the same qualifications as the Vice-President, but to an even greater degree. He must be blessed with the gentle persistence of an insurance salesman and a tenacity of purpose that is not thwarted by superficial excuses. He must possess the tact of a diplomat—the Bible class is the place where "feelings" are tenderest—where hurts and insults are inflicted with greatest ease and wounds healed with greatest difficulty. The class will of course select for Visitor a man of magnetic personality—one who can mix with men, and one who will take some time from mere worldly pleasures to actually *go out and mix with them.* Jokingly speaking, the Visitor is the class truant

officer, but he performs his functions, not with the aid of police authority but by creating a new and deeper love for the class.

II: MAINTAINING A HIGH AVERAGE

Follow of Absentees

A regular follow of all absentees is absolutely necessary if the class attendance is to be maintained at a proper level. An absence should never go unnoticed. The Visitor will use various methods of making his follow, using his best judgment as to what method to use on the different individuals. At least a post-card (personally written, not a printed form) should be sent to the absentee during the week following his first absence. This should carry a greeting from the class, regrets at the absence and the hope that nothing serious is wrong, and that he will be out the following Sunday. If the absence continues, a personal letter should be sent the second week. No absence should continue for more than three weeks without a personal call from the Visitor or one of his assistants. Such a call is much to be preferred following the second absence. The telephone will be frequently used, as occasion warrants.

Unless it is known that a man can be present only every other Sunday or the like, it should be assumed

that absence is due to illness or other serious reason, and a strenuous effort should be made to determine what that reason is. In case of serious illness many classes send flowers, this being left to the discretion of the Visitor himself. The class must show some concern about the absent member each week that he is absent or very soon that member will show but little concern about the class.

Absentees should be kept informed regarding the class work at all times. If the class issues a bulletin, a copy should be mailed to every absent member. This may be done under the Visitor's own direction or as is suggested in a later chapter, by the Librarian. One Visitor during mission study courses, tied up his work to the teaching, by using post-cards showing views of the mission field being studied. Such cards are supplied by the mission boards at very reasonable prices, and offer opportunity for a desirable variation from regular cards.

The Visitor's wits will be greatly taxed in the case of members who have supposed reasons for non-attendance—all delinquents should be urged to state frankly why they do not attend. The Visitor should impress on them the importance, both to themselves and to the class, of a closer affiliation. He should invite criticism and also suggestions showing that only in this way can the class hope to

improve. In many cases the only excuse for non-attendance that a member can give is that he sleeps late Sunday mornings. An early rising visiting staff can easily remove this cause of absenteeism.

To carry on his work with promptness and thoroughness, the Visitor needs a large corps of assistants working under his direction. He will advise the entire class of his plans, using at least one-third in definite visiting service according to the "one-at-a-time" plan outlined in Chapter IX—a plan that works equally well with old members and with prospects.

Rally Days

Rally and other special days are harvest time for the class Visitor. For such occasions he should enlist the entire class membership to secure a banner attendance. No rally day efforts will however be worth anything if efforts are not continued after the actual rally day has passed. A special drive will bring out many irregular attendants, but consistent and persistent effort is needed to permanently maintain a healthy attendance.

Stunts

One class organized what was known as "The Old Guard," a group of members who pledged the

Guard leader, "The Old Scout," to be present every Sunday unless sick or absent from the city. In this way a working nucleus was formed that could be depended upon to be present every Sunday. No one was urged to join The Old Guard unless he was willing to make the pledge and to keep it. This plan stimulated attendance for quite a period. All novelty plans lose their power after being used for some time. When that happens it is better to adopt something new rather than try to revive a dying stunt.

III: STIMULATING PUNCTUALITY

Nothing disturbs a class session more than the entrance of tardy members. The Visitor in coöperation with the President and Secretary should strive for one hundred per cent punctuality. This is demanded in business—it can be secured in Sunday School classes.

From time to time the Visitor will use various "Stunts" to call particular attention to those who are on time. One such officer drew a large clock upon the blackboard, with the opening time in red chalk. An assistant stood at the door and called out the names of the first twenty men who arrived on time, while the man at the board wrote down the names. This was a very effective way of calling

attention to the punctual men. In the small class it may be desirable to omit the calling of the names. Another plan, suitable for either large or small class, is the Flag Stunt. Each man present on time is given a small flag as he enters the class room. Sometime during the morning the Visitor calls for a waving of the flags, and emphasizes the fact that these men with flags were on time. Psychologically such plans are of considerable value in stimulating punctuality.

IV: MEMBERS WHO MOVE AWAY

The class should not lose interest in its members when they move from the community. The Visitor should find out, if possible, the destination of the member and should give him a letter of introduction to the corresponding class or to the Pastor of the church of the same denomination in his new home community. It is desirable that he write to the Pastor himself, if known, so that the member may quickly take his place in religious work. It is very easy for one to get out of the habit of Sunday School work when moving to a new community. The class's responsibility in seeing that its members are in active service does not cease until the new organization is notified that a new worker has moved into their neighborhood.

V: EMPLOYMENT BUREAU

Many men's classes operate an employment bureau for the benefit of the class members. Such activities are usually placed under the direction of the Visitor, to be handled by one of his assistants. In large classes and classes connected with large churches, a bureau can give excellent results within its church organization. Small classes will usually find it desirable to coöperate with other classes and Y. M. C. A. organizations to make it a worthwhile proposition. An employment bureau should be in charge of a live man, who will see that its aims and purposes are kept before all church members, especially those who are employers, and before the business men of the community at large. Properly handled the employment bureau may be a very valuable asset to the class in its work of getting new members and holding old ones. Here is one way in which the class may show that it believes in the helpfulness and Christian brotherhood of which it teaches.

VI: THE VISITOR'S RECORDS

Like the other officers of the organized class, the Visitor will keep records so that he and the class may be informed regarding the work of his de-

CALL REPORT

Agoga Bible Class

THIRD BAPTIST CHURCH

ST. LOUIS, MO., ... 191....

Name .....

Address .....

New Address .....

Phone No. .....

Object of Call .....

Last in Class .....

Captain .....

Date of Call, ... 191.....

Report .....

.....

.....

Signed .....

FIGURE 3—CALL REPORT FOR VISITOR

partment. He will want a card record of the names and addresses of all members. On this card should be provided spaces for recording the absence of a member on any date, and for noting the methods used to follow him. Such a record may be as simple or as complicated as the Visitor desires. A standard 3″ x 5″ ruled card is all that is needed. Write the member's name, home and business address, and home and business phone at the top. When the member is absent, note that fact with the date, then follow with entries showing the date on which cards were sent, letters mailed, phone calls, personal calls by self or assistant and assistant's name.

Excuses given by the absentee should by all means be noted. A salesman listed on cards all the possible excuses a prospect could give for not buying, with the answers to them. When the excuse was given he merely pulled out his card and presented the refutation. The Visitor will find this plan novel and result getting.

The Visitor should also keep individual card records of the work done by his various assistants, so that he can give encouragement as may be needed. Plain cards may also be used for this purpose—the assistant's name at the top, with his assignments and the result of his effort noted below. The Visitor must demand definite written reports

from each assistant regarding the definite assignments that have been given him. Figure 3 illustrates an assignment and report blank that has been used successfully.

It requires but little imagination to see the value of such records to the Visitor. The value to a new Visitor just taking up the duties is even greater, for he will have noted for his use, the accumulated experience of the previous men in the same office.

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Chapter Eleven

CLASS RECORDS

I: THE CLASS SECRETARY

RECORDS bear the same relation to the Bible Class, as the gauge does to the boiler or the accounting system does to modern business. The class that does not keep accurate records is like a ship without its compass—it goes, but no one knows in what direction, nor at what moment it may hit rock and meet destruction. The class Secretary is a torch-bearer occupying an enviable position from which he may survey the work of the class, observe its trend and point out by definite facts, before the danger point is reached, where improvement may be made. By the light of his statistics he leads the class onward and upward to greater success.

The man selected for the office of Secretary should be one who has more or less liking for secretarial work—not necessarily a bookkeeper, but one who has a love for statistics. The Secretary should see the value of comparative statistics—he should have an analytical mind to see quickly how facts can be used for the best interest of the class. He should be able to compile comprehensive

reports showing class growth. These reports to be of value must be accurate—no omissions due to absence. The Secretary should have a reputation for neatness; the class ought not be ashamed to show its reports to any one at any time.

II: RECORDS STATISTICAL

The attendance record is the barometer of class progress. The Secretary should let nothing interfere with the keeping of accurate records of attendance, at the Sunday sessions, at business meetings and at meetings of the class officers. If he is unable to be present at any class meeting he should satisfy himself that one of his assistants will be there to take care of his work for him. Records are valueless if incomplete.

No records should be kept merely for record's sake—record only the information that can be used. The minimum requirements should include number present, the names of those present, number and names of visitors, a record of those present on time. Other information will be secured as the class finds use for it.

Securing Attendance

Methods of securing the attendance information vary in different classes. In no case should valuable

time of the session be taken to conduct roll call. In small classes the Secretary will probably know all the members and can check off his attendance without bothering any one, names of visitors being secured from the Vice-President after class session. In one small class of about forty members, the class

PUPIL'S INDIVIDUAL REPORT.

SUNDAY.....192....

NAME .....

ADDRESS.....PHONE.....

CLASS .....

To Class Secretary—
To secure totals place the slips in a vertical row so that checked spaces only will show, thus forming columns for each point to be marked.

If Visitor please give home address.....

In marking check in space near bottom.

On Time	Bible Bro't	Offering	Lesson Studied	Attended Preaching	

FIGURE 4—MEMBER'S INDIVIDUAL WEEKLY REPORT

issued a weekly bulletin containing a complete membership roll on the last page. The Secretary of that particular class simply checked off the names of those present, on this bulletin each Sunday, transferring this record to his permanent record, later in the week. A larger class with a membership of two hundred and fifty, uses a printed envelope with spaces for name, address, daily Bible reading and amount of offering, and in the case of visitors, the

home address and church. Each attendant receives and marks his envelope and deposits his offering. The Secretary receives these envelopes just as soon as the Treasurer removes the offering, and secures an accurate count of the day's attendance. Still other classes use the "six-point" system (published

AGOGA ALUMNI CLASS CARD

ADULT DEPARTMENT GRADE. MONTH Oct. 1922

NAME	1st SUNDAY					2d SUNDAY					3d SUNDAY					4th SUNDAY					5th SUNDAY					Mo. Avg. Grade
	Attend.	On Time	Bible	Offering	Les. Pre.	Attend.	On Time	Bible	Offering	Les. Pre.	Attend.	On Time	Bible	Offering	Les. Pre.	Attend.	On Time	Bible	Offering	Les. Pre.	Attend.	On Time	Bible	Offering	Les. Pre.	
C. Borth Teacher.	✓	✓	✓	25	✓																					
F. Smith	✓			10	✓																					
D.M. Lawrence	✓	✓		25	✓	✓																				
George Dever	✓	✓		25	✓	✓																				
C. Willis	✓			15																						
H.T. Kemper	✓			25	✓	✓																				
C. Sendera	✓	✓	✓	20	✓	✓																				
L.E. Bogy	✓	✓	✓	25	✓	✓																				
J. Renderer	✓			25	✓																					
Chas. Senour	✓			25	✓																					
R.H. DuChemin	✓	✓		25	✓																					
Totals.	16	11	4	8 8																						
Amount of Offering.	2.25																									

FORM 30. BAPTIST SUNDAY SCHOOL BOARD. NASHVILLE, TENN.

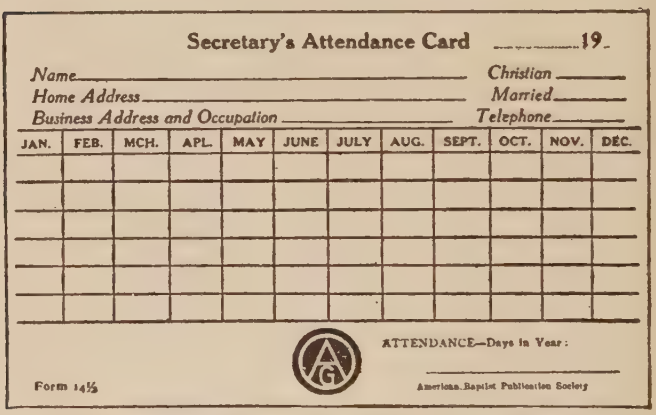
FIGURE 5—SIX-POINT CLASS RECORD CARD.
FURNISHED IN LOOSE-LEAF FORM FOR LARGER CLASSES.

by Sunday School Board, Nashville, Tenn.), using a record card which is marked in the same manner as the envelope. This particular card (Figure 4) has space not only for the name and address, but also for marking other important information such as punctuality, offering made, Bible brought, daily Bible reading, and attendance at preaching service.

It is easily seen that such a record, faithfully kept is an asset to every officer.

Permanent File

All records obtained at the class meetings should be transferred to a permanent record. One of the



Secretary's Attendance Card _____ 19_

*Name*_____ *Christian*_____
*Home Address*_____ *Married*_____
*Business Address and Occupation*_____ *Telephone*_____

JAN.	FEB.	MCH.	APL.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.

ATTENDANCE—Days in Year:

Form 14½ American Baptist Publication Society

FIGURE 6—SECRETARY'S PERMANENT ATTENDANCE RECORD

very best is the card record (Figure 6), published by the American Baptist Publication Society, containing space for recording the member's name, address, phone, business address, whether married or single, whether a Christian, and also space for one year's attendance. Such a record can always be kept clean of dead timber, all removed members being transferred to an "Old Member File."

Records of Business Meetings

Accurate records should also be kept of the attendance of class officers at the officers' meetings, and of all the members at the regular business meetings. Does the class President *know* who is regular at the business meetings, and who is always on time? Does he know how often his officers have missed cabinet meetings? Does the Entertainer know what the average attendance is at business meetings, and who is regular? If he does, it will help him decide on the refreshments, and in making up a program. Records of business meetings indicate very clearly why certain class work is not developing as it should. These facts regarding these two important meetings can be presented to the class and will usually bring about desired improvement.

Enrollment Records

One of the most important records that the Secretary will keep is that of information about the class members. While each officer will keep some individual record pertaining to his own department, the Secretary will keep a complete record of all the information that he can secure, recording it on cards or on individual sheets in a loose leaf book. (See Figure 7.) Such a record should contain name, address, business and business address, home

and business phone, married or single, living at home or boarding, hobby, activities preferred, and in the case of new members, the church, class and town from which they came. Such information is valuable to all officers. The Teacher can base lesson assignments on the information given, the Enter-

Maplewood Agoga Bible Class.

Name .....
Residence .....
Business Address .....
Occupation .....
Married, Yes No Church Member .....
Previous Church Connection .....
Church Preference .....
Activities Preferred .....
Willingness to participate .....
Res. Phone ..... Bus. Phone .....
Date joined Class .....

Remarks on other Side.

FIGURE 7—ENROLLMENT CARD

tainer will base his activities on the facts shown by the record, and so with the other officers. The Secretary should make every effort to keep this record absolutely up-to-date, for every officer will from time to time want this information, particularly that pertaining to addresses and phone numbers. An out-of-date record is really worse than none at all as it results in waste effort and waste postage.

Withdrawal Records

No man's name should ever be stricken from the class roll unless he has moved from town, joined another class or died. The reason for every withdrawal should be noted on the member's enrollment card—it is dangerous to drop men who might be re-enlisted in class work if effort were made.

Birthday Records

Some classes keep a chronological record of birthdays, and mail cards to each member on his birthday.

School Records

In many cases some records mentioned are kept by the Secretary of the Sunday School of which the class is part. The class Secretary will coöperate with the school Secretary in every way to avoid duplicate effort.

Using the Records

Reports, no matter how complete, are of little value if just kept in the Secretary's record file. Using the statistics is two-thirds of the live Secretary's job. The weekly attendance record should be placed upon a blackboard ruled for the purpose, and commented upon briefly by the Secretary. Each member should receive monthly or at least

quarterly a summary report from the Secretary, showing the number of times present or absent, the number of times late, etc., with a suggestion that the record be improved, or a word of commendation for a good record. Frequent summaries should be prepared for distribution, publication in the class paper, or posting on the blackboard. The Secretary occupies a strategic position in the departmental scheme of organization; he can greatly help his class by rendering full coöperation to the other officers.

As soon as a new member is voted into the class, the Secretary should have him fill in his enrollment card. A card containing the information desired by the Teacher will be made out and given to him, as will also one for the Treasurer. A copy will also be made for the General Secretary of the School.

Each week and as early in the week as possible, the Secretary should see that the Teacher, President and the Visitor are given the attendance record of the previous week, including the names of all the absentees. These officers can then put forth their best efforts to bring back the absent members. The Teacher, President, and Vice-President should also receive a list of visitors, so that they may follow them and try to make regular members out of them. If the class publishes a class paper or uses

space in the church bulletin or local papers, the Secretary will consider that a fertile field for his endeavors. He should see that the Reporter is furnished with attendance facts for each Sunday, and also comparative statistics for publication. Some classes run a tabulation in their class papers which shows the attendance for the previous Sunday compared with the same Sunday one year before, the average attendance to date and for the preceding year, the number of "on timers," visitors, daily Bible readers, signed contributors and amount of offering. One class designates this part of its paper as "The Ticker," another, "The Class Pendulum." In one men's class the Secretary furnishes the Reporter a monthly list of those attending every Sunday during the month. These names are published as an honor roll. A list of the daily Bible readers for the month is also stimulating. Such facts simply bristle with interest not only to the members, but to visitors, and others who receive the class publication.

The good Secretary will have all this information handy, for use at any time that he may be called upon to furnish it. He will be called upon frequently by the Sunday School and the Church for class records to be incorporated in complete records which are presented to district and state associations; these statistics should be correct.

III: RECORDS HISTORICAL

By "Historical Records" we mean minutes of meetings, records of special occurrences and the like. The Secretary should keep complete though not necessarily voluminous records of every class meeting. First, of course, will naturally come the regular class business meetings. Secretaries sometimes make the mistake of attempting to record almost verbatim all discussions of such meetings. Nothing will tend to make a Secretary discouraged as much as the laborious effort of keeping such a record. The purpose of the class minutes is to record class action. Discussion leading to such action is rarely of sufficient importance to be included in the minutes of a class business meeting. All that is necessary is a brief record of the motion as stated, with the name of the mover and the seconder if desired, and the action taken by the class.

Similarly brief records should be kept of the Sunday morning sessions. In these meetings there will be very few motions to record, but there will be other business worthy of note. Attendance should be recorded and also the weather. Brief mention should always be made of talks by special speakers, and even the regular lesson subject might be given.

Officers' meetings differ from business meetings,

in that there is little formal business, but considerable discussion. The Secretary should record the substance of all discussion taking place, but as cautioned previously should not attempt to give a lengthy account of every point.

The Secretary will virtually be a class historian. His minutes will in many respects check his statistical record. The minutes if properly prepared will show just what the class has done at each period of its history. All special events will be mentioned and briefly written up. Copies of the constitution and by-laws, programs of class services of a special nature, and of class entertainments will be preserved, not only as mere history, but so that the past may be a guide for the future.

IV: CLASS CORRESPONDENCE

While some of the details in connection with the record keeping should be delegated to assistants, the class correspondence will usually be handled by the Secretary himself. Unless the class is so small as to have but a few officers, the Secretary will not send out notices of meetings nor conduct direct-by-mail recruiting campaigns. The Visitor, Vice-President, Entertainer and Reporter will carry on most of the correspondence within the class. In case of necessity, the Secretary will, of course, co-

operate with all other officers to the extent of his time and ability, but he should not be expected to carry on two officers' work at one time. Local conditions may make some changes advisable, but on the whole it will be best for the Secretary to confine his efforts to records and *outside* correspondence.

If it can afford it, the class should have stationery printed with the class name, address, motto, emblem and the officers' names. This might even be furnished to class members for personal correspondence, as a class advertisement.

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Chapter Twelve

CLASS FINANCES

1: THE TREASURER

The Giving Attitude

UPON the class Treasurer rests not only the responsibility of collecting money, but also of stimulating a right attitude toward giving. In promoting the grace of liberality he will appeal not primarily to class loyalty or loyalty to a special cause being fostered, but rather to the man's sense of duty—his obligation to God, who has given him all that he has. Regular and systematic giving, with the tithe as the minimum for religious purposes, should be the Treasurer's ideal for each member.

Qualifications

For the office of Treasurer, the class should select a man largely because of his outstanding business ability. Here, of all places, it is important that business methods be used to bring results.

It is only by using tact that the Treasurer will be able to encourage regularity, liberality. He must know how to approach the members who think that they are not earning enough to become regular

contributors and how to remind members who are delinquent in paying pledges, without appearing too persistent.

The Position of Treasurer is a Christian calling in the strongest sense. Whereas the President will emphasize personal consecration, the Treasurer will emphasize "Purse and All" consecration. It is only consistent that he set the example by contributing regularly, and in so far as he is able, generously.

The man who is selected for the office of Treasurer should have an excellent record as a regular attendant. The difference between a Treasurer who is always on hand, and one who is indifferent, is just the difference between a financially sound organization and one that always is a little behind in meeting its obligations. In one class with an average attendance between fifteen and twenty, a certain Treasurer collected sixty dollars a year in monthly dues alone. In the following year with a less regular attendant in charge, collections of dues fell to twenty dollars, with no drop in membership. The first Treasurer was on the job *every Sunday.* The men who were absent the first Sunday, he reached on the second, third or fourth Sunday; the second Treasurer passed collection envelopes to members on the first Sunday of the month only—and missed all those who were absent on that Sunday, but who attended later in the month.

II: CLASS FUNDS

Sunday Offerings

The regular Sunday morning offering belongs to the Sunday School and should be used according to the plan of the School. The organized classes are part of the school and subject to its rules and regulations. Adult classes often think of themselves as separate departments rather than only a small unit of a larger organization. The Treasurer and other officers should make every effort to impress this fact upon class members who have a wrong perspective.

Many schools authorize the organized classes to buy their own supplies and to retain a portion of the Sunday collections for that purpose. Some classes retain the collections on the odd Sundays of the month, while the school takes the offerings of the even Sundays. Others divide all collections evenly.

In other cases the classes simply ask the Sunday School to state what is expected of them during the year and pay that much, retaining all offerings above that amount. The ideal way is to turn all the Sunday collections into the Sunday School treasury and permit the school to purchase the class supplies, just as they are purchased for all other classes. Whatever arrangements are made, should

be acceptable to the school, not dictated by the class.

Class Dues

There are always expenses in connection with organized class work, aside from the cost of lesson material, entertainments, class social service, flowers, stationery, and the like. Many classes meet such expenses by having monthly dues. No attempt should be made in a Bible class to fix dues, unless they are low enough that even the poorest member will be able to pay them. The method to be preferred is a voluntary pledge to pay a certain amount each month until the pledge is canceled. The tactful treasurer will be able to suggest the amount to any member who does not know just how much he should pay. The By-Laws of one men's class provides for monthly dues of twenty-five cents if the member can pay it, but emphasizes the fact that the dues are voluntary.

It will be well for the Treasurer to provide a special class envelope for the collection of the dues, this to carry the class name and emblem, name of the member, date and amount due. Sometimes a man may find it inconvenient to pay just at the time that the envelope is given him; he can then put it in his pocket as a reminder for later payment. The tactful Treasurer will not be too insistent about

class dues. If a month's dues are unpaid, he may simply note the unpaid total on the following month's envelope. Such a plan can hardly give even the most indifferent member an idea that money is all the class wants.

Advertising Funds

Many classes that issue class papers secure advertising to cover the cost of publication. It usually falls to the Treasurer's lot to secure the advertisements and also to collect for them. While the ideal class paper is free from advertising, yet because of the expense of publishing, it may be necessary to accept some ads. Care should be taken to accept only clean copy, and not as in one actual instance, a pool room ad. The Treasurer should try to make the advertising pay for the paper—but the class should try to make the advertising pay the advertiser. Speaking from the standpoint of an advertising man, this sort of advertising hardly ever does pay the advertiser.

Payment of Bills

All money passing through the class should go through the Treasurer. He should open a class account in a local bank for the deposit of class funds, and for sake of record should make all payments by check. Under no circumstances should

class funds be deposited in any officer's personal account—mistakes are too easily made. All bills should be presented to the Treasurer for payment. Only confusion results if individuals are permitted to purchase supplies and pay for them. No individual should ever purchase supplies unless previously authorized by the class to do so. It is much better for the Treasurer himself to place all orders, for then checking bills is easy. The Treasurer will include all paid bills in his monthly report to the class. Some classes require all bills to be countersigned by the President before payment, as an extra check.

III: THE BUDGET SYSTEM

If the class is to be run on a business basis business methods must be used. Nowhere has there been less business discernment in religious organizations than in the field of finance. Note the number of special collections taken in church organizations every year—repeated calls upon the membership for contributions to meet some unforeseen need. The writer has many times seen the approach of the baseball season, with its sudden enthusiasm for a class ball team. Then came the inevitable special drive for funds to buy uniforms, pay entrance fee to the Sunday School League, etc. And so with many other class activities.

To attain best results the class should survey its probable needs for the year and plan a budget to cover those needs. In forming the budget, the past year's activities will be a guide as to the possibilities of the next year. The class should consider whether the money raised during the past year represented 100 per cent possibilities—usually it will not have done so. All the usual and some unusual needs should be provided for in the budget. Include the agreed-upon offering to the Sunday School, cost of class lesson material, new equipment, entertainment at the regular business meetings, the athletic program, general entertainments, lyceum courses, up-keep of the class room, contribution to church building needs, social service, sending flowers to sick members, thanksgiving offerings and missions.

After the class has voted to adopt the budget, the Treasurer should urge all members to support it strongly. A special financial Sunday might be planned with a drive to secure sufficient pledges to underwrite the budget. The Treasurer will make personal calls on those members who will not be reached on the special Sunday. In carrying out the plans, appeal in all cases to the higher motives of duty in securing pledges. Printed sets of class envelopes in cartons may be given to the members to facilitate making regular offerings. If such a budget plan is worked, regular giving will be stim-

ulated, there will be no undue hardship placed upon any member, no special calls during the year, and always enough money on hand to meet class needs.

In the more progressive churches the class budget is made part of the general Sunday School budget, which in turn becomes part of the budget of the entire church. Then instead of a member contributing to the church and separately to his class, he makes but one annual pledge, and but one weekly offering. This plan makes it convenient for members, and unifies the church program. Adult class Treasurers will contribute greatly toward church progress by starting movements in their local churches for the adoption of this plan.

IV: THE TREASURER'S RECORDS

As attendance records have been shown to be important, so too are financial records—both for purpose of having information regarding individual contributors, and for statistical comparison. If the Treasurer has bookkeeping experience, it will be helpful—if not, the few simple principles suited to the Bible Class are easily learned.

A simple form for class record keeping (Figure 8) is appended, in which certain general classes of transactions are separated for purpose of analyzing the receipts and expenditures. Such a form

RECEIPTS January 1921

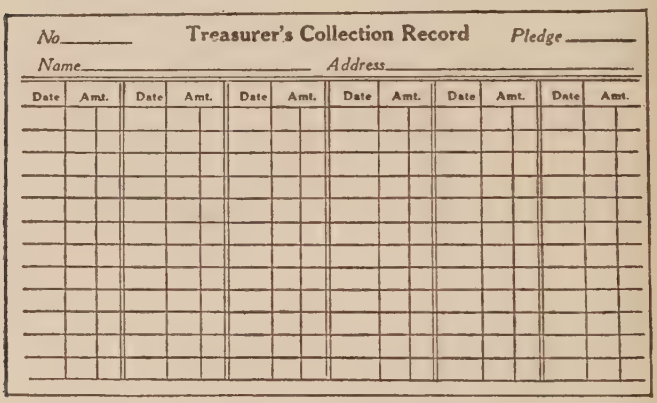
Date	Items	Dues	Offering	Advertising		Miscel.	Total
1	Cash on Hand						33 40
2		4 75	8 95				13 70
9		6 50	9 23				
	Tooth - Bible & Missions					13 20	28 43
10	Chenoweth - Dec			6 00			
	Losse " - Dec			12 00			24 00
	Mungers " - Dec			6 00			
16		3 50	8 46				11 96
19	Bess Miller - Dec			6 00			6 00
23		2 25	9 01				11 26
	Banquet Tickets					16 00	
26	Banquet Tickets					8 00	8 00
28	Banquet Tickets					37 00	37 00
30		1 75	8 80				10 55
		18 75	44 45	30 00		74 20	200 80
					Cash on hand Jan 1	83 40	

DISBURSEMENTS — January 1921

Date	Items	Sunday School	Literature-Equipment	Benevolence	Social	Miscel	Total
2	Offering	8 95					8 95
9	offering	9 23					9 23
14	Tooth - Bible & Missions		13 20				13 20
16	offering	8 46					8 46
19	Mission Pledge - China			50 00			50 00
	Printing Bulletin		25 00				
23		9 01					9 01
24	Banquet Tickets - Printing		1		1 50		1 50
28	Banquet				55 00		55 00
29	100 Aggie Leaflets		2 00				2 00
30	Offering	8 80					8 80
		44 45	40 20	50 00	56 50		191 15
				Cash on hand Jan 31			9 65
							200 80

FIGURE 8—ILLUSTRATING A SIMPLE SYSTEM OF CLASS ACCOUNTS

may be as elaborate as class activities may warrant. The two sides of the account should be balanced monthly. If the total expenditures plus the money on hand, equals the total receipts, plus money on hand at the beginning of the month, then the Treasurer knows that his accounts are correct. This form makes it easy to make comprehensive reports



No_____ **Treasurer's Collection Record** Pledge_____

Name_____ Address_____

Date	Amt.	Date	Amt.	Date	Amt.	Date	Amt.	Date	Amt.	Date	Amt.

FIGURE 9—TREASURER'S INDIVIDUAL COLLECTION RECORD—PLEDGE FORM ON REVERSE SIDE

of class expenditures. All money passing through the class should be entered on the books even though, as in the case of Sunday offerings, it is turned in to the Sunday School at once.

Individual records should be kept of all dues collected from members and totals by weeks and months. Such records can usually be best handled

on individual record cards. The card shown (Figure 9) is a splendid combination pledge card and record of contributions.

As previously stated, all expenditures should be presented to the class at the monthly business meeting for its approval. At each of these meetings a complete report of the activities of the Treasurer and his assistants should be made, covering all money received, paid, and balance on hand.

The Treasurer should also present an annual report covering all financial activities during the year. This report should be submitted to the Sunday School for its annual report to the church.

To protect the Treasurer and to catch any inaccuracies that might have crept into the records, the class should appoint annually an auditing committee to check the accounts.

V: OPPORTUNITIES FOR SERVICE

The live Treasurer will find ample opportunity for further service. Who is better fitted to serve as class representative on the church finance committee? Since the Treasurer's function is also to promote the grace of giving, he will coöperate with the Librarian in distributing literature on stewardship, tithing, etc., which may be secured from the denominational publishing houses, Laymen's Mis-

sionary Movement, Mission Boards, and from the national offices of the Christian Endeavor, Epworth League, Baptist Young People's Union, etc. He may even assist the Teacher occasionally in conducting a special study course on "The Bible and Money," or "Stewardship," or something similar. He will see that the Reporter is furnished with all statistics of his office for publication in the class or church bulletin.

Of course it is not to be expected that the Treasurer will do all these things alone—not if he is a real business man. He, too, will have his corps of assistants, one to help collect dues, one or two to handle advertising, and others as needed. The Treasurer should be comparatively free so that he may plan to make his office a spiritual force second only to that of the Teacher and President.

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Chapter Thirteen

DEVELOPING THE SOCIAL INSTINCTS

I: THE ENTERTAINER AND HIS OPPORTUNITY

CLASS social affairs are not to be considered as bribes offered to bring men into the class nor to hold them after they are in—they do both, but only incidentally. The chief values of class social life are five-fold:

1. The development of the *complete* man by ministering to his social needs;
2. Unsuspected traits of character are revealed at social affairs, when men are "off their guard;"
3. Character is built through the inhibition of individualistic traits—a positive effect of social intercourse;
4. Opportunity is offered Christian workers at informal social gatherings to reach men who are antagonistic to the Gospel message when formally taught;
5. A thoroughly enthusiastic spirit of Christian fellowship is created within the class—a spirit that grows only as the men meet informally at various class gatherings and learn to know each other.

For the nurturing of the social life of the class, the Entertainer is responsible. The class will find it advisable to elect to this office, a man who is a good mixer among men and also a good Christian. Natural ability to entertain, and to plan interesting programs is to be prized, but is not essential if executive ability is possessed by the man selected to handle this phase of the work. The Entertainer will be sufficiently familiar with games, sports, music and entertainments, to at least exercise general supervision of the social program. He should personally assume detailed direction of only the activities with which he is thoroughly familiar. The ideal Entertainer is a commander-in-chief who outlines and directs the general campaign of class social activities. He has assistants for the several sports in which the class engages, others for music, for refreshments, for entertainment, etc.—all specialists in their respective lines.

II: SOCIAL AFFAIRS WITHIN THE CLASS

Get-together Meetings

The regular monthly class business meeting represents one of the big opportunities of the Entertainer—no class should neglect the social features of such meetings. If the business and social features are properly correlated each will serve to

stimulate interest in the meeting. About forty-five minutes should be devoted to business and an equal amount to the social program. An interesting program is the whole secret of a successful social and business meeting.

Entertainment at the business meetings should usually be somewhat light. A short, snappy program liberally sprinkled with humorous features is much to be preferred to a long one of a more serious nature. The program of entertainment should be varied from month to month; it may include music by class members—vocal and instrumental—brief humorous sketches, usually written by men of the class, and often about the members; humorous readings, and debates among the members. Even debates should be in a light vein. The following subjects have been used by men's classes with good success:

Resolved: that men should be protected from suffragettes.

Resolved: that this program would have been better without the debate.

Resolved: that women are more extravagant than men.

An extemporaneous debate offers an occasional happy variation of the program. If serious topics are chosen for debate a time limit of five or six minutes for each speaker should be set. The

writer recalls the harrowing experience of listening to one debater speak thirty-five minutes on the subject of capital punishment. An attempt to make the monthly Get-together meeting too educational will defeat its ultimate purpose.

Men always enjoy light refreshments at class meetings. Some classes even serve suppers before the business session, in many cases prepared by the men themselves. Usually a charge of twenty-five cents a man covers the cost of such suppers, which should of course be paid by the men present. No class treasury can stand the strain of monthly suppers for the members.

The following schedule of refreshments show how one men's class helped make its business meetings interesting:

January—Charlotte russe and cocoa.
February—Chile con carne, crackers; coffee and assorted cakes.
March—Grape juice, soda and cakes.
April—Strawberry short cake.
May—Real man's cake *without sticky icings,* and coffee.
June—Minced ham and pickle sandwiches, coffee.
July—Watermelon.
August—Cold ham, potato salad and coffee.
September—Pimento cheese sandwiches, coffee.
October—Sweet cider and doughnuts.
November—Pumpkin pie, apples and coffee.
December—Annual banquet.

The actual needs of the class should always be considered in planning business and social meetings. Some classes may not need such a meeting every month—the members may be too busy to give the time to attend so frequently. If that is the case, meetings should be held less often and effort made to increase attendance at the meetings that are held. One good meeting a year is much better than one uninteresting poorly attended meeting held each month. Bi-monthly meetings are often a happy compromise. One class of busy married men holds such meetings at the homes of the members and invites the wives. A certain large class of men has only two meetings a year, one in the winter for the transaction of important business and the laying of plans which are to be carried out by the officers; another in summer, which takes the form of a picnic or entertainment—this latter being purely a social meeting. Still another class of busy men have an annual fishing trip, which is the extent of their week-day meetings. Many classes in the larger cities have periodical noonday luncheons for the transaction of class business.

Class Music

Nothing contributes more to the success of social affairs of the class or the school and church of which it is a part than good music. It is possible

in almost every class to organize an acceptable vocal quartette, or even a strong glee club. Instrumental organizations are possible even though there are only a limited number of players; a violin, 'cello and piano; two violins, a 'cello and bass; two clarinets, a flute and oboe; cornet, trombone and piano; two cornets, trombone, euphonium and tuba; these are all pleasing combinations which even the smaller classes can organize. Many larger classes have their own orchestras of from seven to thirty-four pieces. Some classes form the nucleus of Sunday School orchestras, while others are instrumental in organizing larger community bands. Neither large numbers, nor high quality music is needed to start —the main thing is to use the available talent—quality will follow.

Class musical organizations need not confine their efforts solely to sacred music—a certain amount of more popular music adds interest. Discretion should be used, however, for much of the sensational, popular music of the day is entirely unfit for the use of religious groups. Music should stimulate high ideals at all times.

The Annual Banquet

The annual banquet may be made a big event in the class life. As with all other affairs, ample preparation should be made to assure a success. A

number of classes hold their annual elections at the class banquet. If that be the case, there will be need of but little other program, for the campaign speeches usually furnish all the entertainment that is necessary. In the event that no election is held, a more elaborate program may be worked out, including toasts and responses, special music and a special speaker of note who will bring a worthwhile message. A joint banquet of the men's class and the women's class of corresponding grade, has proven successful in some Sunday Schools.

Class Picnic

The class picnic is usually a mixed picnic, each man bringing his wife or, if unmarried, some woman friend. It may also be a joint picnic between the men's and women's classes. The Entertainer must plan a bright, novel program, not too much like the annual Sunday School picnic. Let it be a day of real play. Provide horseshoes, croquet games, a number of soft indoor baseballs, and but little urging will be needed to induce every one to play informally. If the class will seek a picnic ground away from the beaten path, going in a special car or automobiles, interest will be heightened. One class holds such a picnic annually on July Fourth; any other holiday will be suitable. If the picnic is properly planned, class members will look for-

ward impatiently to the next annual return of the date.

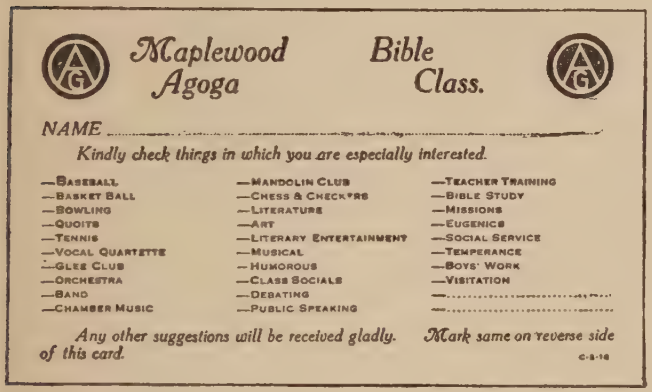
The Young Men's Reception

In some classes there is given annually a reception to all the young men of the community. In college communities it may be a reception to all the new students coming to the high school or college. In such an event the Entertainer's duty is to furnish the program and refreshments, while the Visitor and Vice-President have charge of the attendance. A program of music and entertainment, a welcome by the class officers and an inspirational address showing the value of class affiliation is appropriate for such an event. Refreshments need not be elaborate—sandwiches, coffee and pie always please men.

Clubs

The Entertainer will determine the likes and hobbies of each member so that he may provide activities for every one in the class. Should some of the members desire to play chess or checkers, a club should be organized for the purpose of giving those men a chance to indulge in that pastime. A camera club might interest a number of the members and would certainly be an attraction for the class. Other clubs should be organized for debating, liter-

ary study, or science, if there is a demand for them. A card record like Figure 10 will enable the Entertainer to secure such information.



Maplewood Agoga *Bible Class.*

NAME .....

Kindly check things in which you are especially interested.

—Baseball	—Mandolin Club	—Teacher Training
—Basket Ball	—Chess & Checkers	—Bible Study
—Bowling	—Literature	—Missions
—Quoits	—Art	—Eugenics
—Tennis	—Literary Entertainment	—Social Service
—Vocal Quartette	—Musical	—Temperance
—Glee Club	—Humorous	—Boys' Work
—Orchestra	—Class Socials	—Visitation
—Band	—Debating	—.....
—Chamber Music	—Public Speaking	—.....

Any other suggestions will be received gladly. Mark same on reverse side of this card.

C-2-16

FIGURE 10—SUGGESTION CARD FOR ENTERTAINER

III: MIXED ENTERTAINMENTS

Many splendid social affairs may be given in connection with the women's classes of corresponding grade. Care must be taken, however, to see that the participating groups are really congenial. The writer has seen attempts at such coöperation result in a banner attendance of the women and a mere scattered representation of the men. This is usually because the men have chosen their women friends from some circle other than the class in question. If such a condition exists, the Enter-

tainer should know about it and arrange only socials to which the men are invited to bring their friends and the women theirs.

A young men's class and a young women's class of the same approximate ages and forming a natural social group, gave a number of Saturday afternoon and some evening picnics in the city parks, which proved very enjoyable to all attending. Hayrides are always well received; so are boat excursions. Hikes with wiener and marshmallow roasts at the end are always popular. Many men's and women's classes always put forth efforts to have a large delegation at the denominational summer assemblies. The groups camp together and join with each other in the assembly activities.

During the winter season there can be mixed parties galore—Thanksgiving parties, Hallowe'en parties, Christmas parties, for those home from school on vacation, New Year's Watch parties, George Washington parties, St. Patrick parties, Valentine parties, Easter parties, and many others.

Then there may be parties in between the fixed festival days. A peanut party in which all games, refreshments and decorations were based on the peanut has proven successful. There may be a farmers' party in which all come dressed in rural

costume, and partake of doughnuts and cider; tacky parties to which all guests come dressed in some ridiculous costume are always amusing.

The writer recalls a most successful party given by two classes to entertain members returning from college for the spring vacation. Because the entire program consisted of stunts, and frivolous events, the Entertainers announced a "Spring Frivolities Party." Cracker and pie-eating contests were held. A group of young men gave a "moving picture" show by the simple expedient of acting before a strong light but behind a sheet placed between them and the audience. The "actors" created much merriment by burlesquing a scene in the office of one of the class members, a local dentist. Carpenter tools were used as dental instruments. It is remarkable how much real enjoyment may be had from an evening of just such ridiculous events.

IV: OPEN ENTERTAINMENTS

The class might well plan to have several open entertainments to which the public is invited, each year. These may be given entirely by the class or in connection with other classes or organizations. Such functions not only serve to furnish clean, high-class entertainment for the church members and

their friends, but to advertise the class to the community.

One such entertainment might take the form of a musical evening, in which the vocal and instrumental talent of the class may be utilized. It is often possible to secure excellent outside talent at reasonable cost; such visitors enrich any program. If a sufficient interest is shown, several musical lectures could be given, illustrated with piano and phonograph. There should be occasional literary programs, consisting of readings, sketches, debates, negro sermons, short lectures and possibly a little music for variety. Some classes have successfully presented a series of popular lectures on literature, science, industry, arts, social problems, missions, etc. One of the largest men's classes in St. Louis for a number of years has presented a lyceum course of high caliber. If a stereopticon or moving picture machine is part of the class equipment it will be found a valuable asset. High class films are now being produced for use of religious organizations.

Classes frequently present programs in order to secure funds for some worthy object. Such an aim should not obscure the greater social value of open entertainments to both the class and the community. Some classes ask for a silver offering merely to cover the expenses.

Dramatics—either short sketches or longer plays —musical shows, minstrels and "Old Deestrick Skule" entertainments are always enjoyable to both participants and audience. They take time and effort to prepare, but are worth it from the social standpoint. Some classes are even taking their own moving pictures, using the class members as principals, and acting a number of Biblical stories. This form of dramatics is splendid for adults as well as for children, giving the actor an insight into the character he is portraying as no amount of listening to a teacher could possibly do.

The present writer does not approve of holding the lighter social dramatics in the church auditorium. The church ought always to be associated with worship—let us not make it easy to associate it with less serious things. If the church has no social building, it is usually possible to rent a hall for dramatic performances.

In the field of dramatics the Entertainer or the assistant in charge will find that leadership is a necessity. Amateur actors are just as temperamental as the real ones are reputed to be. He will need tact and patience in abundance to bring the production to a successful conclusion.

The circus or country fair is one of the best entertainments for the purpose of making money. A suburban class of men has given several of these

fairs and has always realized handsomely from them. Such events are always conducted in conjunction with other organizations. There are the usual booths—blankets, rugs, etc., by the Ladies' Aid, ice cream by the young ladies, candies in the girls' booth—possibly a fish pond and a fortune teller—and a missionary booth. The young men have charge of the general arrangements and also conduct a minstrel or other show—this being purposely short to permit several performances during the evening. On one occasion the class staged a "bull fight," in which horses were dummies made of papier-mâché, strapped over the shoulders of the riders who walked inside. The bull consisted of two young men, one holding on the other's shoulders—a cloth and papier-mâché bull was placed over the men. By sprinkling sawdust and red paint around the ring, a realistic atmosphere was created. Usually the bull was shot with a cannon. On one occasion half of the bull forgot his cue and fell dead before the other half—all of which added to the general merriment.

To make such affairs successful, a strong committee on management is needed, and one on advertising. All posters and dodgers should be gotten out in true circus style—long words and free alliteration. Then advertise and advertise.

V: ATHLETICS

Bowling, baseball, basketball, tennis and indoor baseball may all be on the class athletic program. The class tennis court offers probably the most popular form of athletics, and one that is not prohibitive in maintenance cost. Class members can easily find a vacant lot and build their own court. For those who do not indulge in strenuous sports, there may be organized walking clubs to take long hikes on pleasant Sunday or Saturday afternoons. Quoit clubs have also been successful.

As the class builds its athletic program, there arises the danger of turning the class into an athletic club. Those in charge should always remember that athletics are a means to an end—not the end in itself. The author has seen a tennis club draw class members from all over the community —all regular at the courts, but rarely ever at class. So with baseball; there is always the temptation to bring in the good player from the community to build a good team—if he is held and becomes a worker, all is well; very often he attends just enough to be eligible for play, and after the season, is seen no more. One particular player attended three different classes in as many years; he went where the ball team was. The class should always

keep its aim of teaching the Word to win souls for Christ always in the foreground. On the other hand athletics may establish the first contact point between the class and a prospect. Some of the very best men workers of the writer's acquaintance, have been brought into Christian service by means of some athletic feature. When a man does attend class and does play ball, the class should not neglect that opportunity to make a definite and permanent impression on him, regarding his Christian duty.

VI: THE CLASS ROOM

It will probably be well for the class to include the care of the class room among the duties of the Entertainer. This would consist of the decoration of the room, the selection and placing of pictures on the walls, carpets on the floors, curtains on the windows, and flowers on the table at class meetings. Every effort should be made to make the class room comfortable, inviting and homelike. It is easier to hold men in an inviting room than in one that is bare and uncomfortable. In this connection do not forget ventilation. Many a good lesson has been utterly ruined by a vitiated atmosphere.

The class can easily secure pictures to decorate the room—prints of famous masterpieces are ob-

tainable at reasonable prices—photographs taken by members are frequently valuable additions to the walls—the picture of the class itself should of course be hung. It is desirable to have an annual class picture taken—the members will like it and it will be useful in advertising.

VII: CONCLUDING HINTS

In carrying out the work of Entertainer, the officer should be guided by three suggestions, which if carried out will bring success to crown his efforts.

1. Make every member feel that the success of the class work depends on HIM—try to get the co-operation of all.

2. Have enough assistants. It is easy to become discouraged if one tries to do all the work. In a class of forty members the Entertainer should at least have assistants in charge of dramatics, refreshments, Get-together entertainment, class room, music, and one for each club under the auspices of the class and for each athletic sport conducted.

3. Keep a record of work done—let it be complete—such a record will be invaluable for future entertainers.

The Entertainer will, of course, do much work himself—he may take charge of certain departments of the work himself—but he should aim to

be rather a guiding spirit of the social activities of the class. There is a universal need to-day for such a class executive who will PLAN new and helpful ways of turning the social instinct into the channels where it may be developed and exercised to the glory of God.

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Chapter Fourteen

WHAT THE LIBRARIAN DOES

I: THE MAN FOR THE OFFICE

UNFORTUNATELY the office of Librarian is too often also considered a sinecure—an honorary office into which we can place old "war-horses" who have outlived their usefulness and whom the class desires to honor, or youngsters to whom no other office can be entrusted. Frequently all concerned consider the office as a sort of a joke. As a matter of fact, the office is one of almost unlimited opportunity. The purpose of this chapter is to show some of the ways in which the man elected to this office may use it for the general welfare of the class. Almost all the plans mentioned have actually been worked in the writer's class of men.

The Librarian has charge of all literary activities of the class. If possible a man who reads quite a bit—a booklover—should be chosen for the office. The Librarian should be familiar with literature in general and with Sunday School literature in particular. If he has the ability to talk inter-

estingly about books his value to the class will be increased.

II: THE LIBRARY

If the class has a library, this at once becomes the center of the Librarian's activities. In most communities the Public Library has made the Sunday School or class library of fiction unnecessary. In the event that the class conducts a reading or social room a library adds to its attractiveness if it is kept up to date. It will probably be more advisable for the class to arrange to receive regular deposits of new books from the Public Library for reading-room purposes.

In some of the smaller communities there is still found the need for a general library. If the need exists, why should not the class fill it? Members of the class, church and community may be asked to donate books which they may have—many libraries have been started in this way. It should be understood that all donations are subject to approval—no library should become the dumping ground of literary refuse.

Every class should have a working library of religious books and books of methods to enable it to carry on its work better. Such a library should contain books on adult work, social work, Bible study, Mission study and reference books for use

in connection with study courses, such as Bible dictionaries, concordances, commentaries, church histories, social service, etc. The reference lists given at the end of each chapter are suggestive of material that should find a place in the class library.

The class Workers' Library may be more useful if conducted in conjunction with the Sunday School Workers' Library. If there is no Workers' Library in the school the Librarian should not let pass the opportunity of pushing such a proposition. Books should be selected with the aid of the Teacher, Pastor and Superintendent that will be suitable for workers in every department of Church and Sunday School work. The Librarian will need catalogs of leading publishers of religious literature, a number of whom are listed in the appendix. From these he will be able to find many suggestions for the class or school library.

In the author's own class, the Librarian secured the coöperation of all the associated societies and the older classes, for the purpose of building a School Workers' Library. Each organization pledged one book a month toward the library, same to be selected by the Librarian. At the end of a year the school possessed a library of over sixty well-chosen and helpful books on all phases of Sunday School, Organized Class, and Young People's Work.

The finest library in the world is of little value if the books remain unread. The Librarian must then make every effort to see that the books are actually used. Workers' books can usually be effectively distributed at the School Workers' Conference. Books in connection with special courses of study may be distributed at the class sessions.

A careful record should be kept of all books taken out of the library. People have a tendency to forget that they have the book, unless they are occasionally reminded of it. No elaborate records are needed. A number of very good records are available from the publishing houses; or the Librarian may simply use a note book alloting one page to a book, and recording under that book, the date and name of person taking it, checking it off when returned.

III: AT THE SUNDAY SESSIONS

The Librarian is the custodian of the class Bibles and song books. He will see that they are distributed before the session so that every one present may be provided, and more important still, he will see that they are properly collected after the class session, and stored in a cabinet provided for the purpose. In a large class he will very likely have one or more assistants to do this part of the work.

Supplementary literature for use with the Sunday lessons offers the Librarian further opportunity for service. Many teachers furnish typewritten outlines of the lesson to the class. These will be distributed by the Librarian. In the case of social service and mission courses, a large amount of leaflet material on the subject is available—much is free, while some carries a slight charge. This material may be obtained from the publishing boards and from the mission boards. The Librarian should write the several boards for lists of all material that may be available. He will find that interest in class work is stimulated by the judicious distribution of these tracts. Often the printed tract makes an impression, even though the message of the teacher may have failed.

The Librarian should also encourage the use of current text books in connection with study courses. He should determine what members want the books and secure them for those members. He will of course work very closely with the teacher in such matters—and may be of considerable assistance in stimulating wider class study.

IV: THE CLASS BULLETIN

If the class publishes a class paper, or if the class uses certain space in the church bulletin each

week, the Librarian should be careful to preserve a complete file. A class bulletin serves as a running history of the class, and grows more valuable with the passing years—not only from a sentimental point of view, but as a guide for future workers. The files of the class organ should be bound into volumes containing the copies for one year, and placed in the class library.

The foresighted Librarian will preserve more than one copy of each bulletin. At the end of the year he will find that there is a demand for complete sets on the part of the officers and other interested workers.

The time to assure having a complete file of the class paper is at the time publication is started. A certain class neglected to preserve its files and several years later strenuous efforts on the part of the Librarian were necessary to try to build a complete file. A number of private files were brought to light, but it was impossible to secure all the missing issues.

If found desirable, the Librarian may also have charge of the bulletin mailing list. He will then mail copies each week to absentees, to recent visitors whose addresses are known, to members out of the city on business or on vacations, and to those who have permanently removed to another community, but who still are interested in the class

work. Some classes mail a bulletin to all visitors at their home addresses for two or three weeks after their attendance. All this helps to advertise the class and to build good will.

V: MISCELLANEOUS PLANS

Book Talks

A monthly book talk of five or six minutes duration can be made very enjoyable. Reviews of late books, of interest to class members, could be given during the period allotted for the talk. If the books are of a religious or inspirational nature, this talk might well be given during a Sunday session; if only of general literary interest, the monthly Get-together meeting will probably be the better place to have it.

The book talk may often be a quiz on some book which the class is studying, or may be a summary of some literary news of general interest—the death of noted writers, composers, or something similar.

Current Topic Talks

One class for a number of months had a series of five-minute current topic talks given by various members. Each speaker selected some news event of the week, from which he drew a moral or ethical lesson, trying as far as possible to tie up the talk

with the class lessons. Such talks may logically be conducted under the direction of the Librarian.

Literary Counselor

The Librarian will be virtually a literary guide to the class membership. He may suggest suitable reading courses on subjects which the class is studying or along lines of the individual interests of the members. A splendid series of reading course outlines on several subjects may be secured free from the U. S. Bureau of Education. He will encourage the building of a home library. A splendid way to do this is by urging the members to purchase the text books being used by the class. After several years' attendance at class a member will have a credible nucleus for a worthwhile library. The Librarian may also recommend late books and articles in current magazines.

The Bible and Bible Reading

During the late war almost every class furnished the boys in service with Testaments and Bibles. There is still room for effort in this direction. Investigation will reveal many homes in which there is no Bible. The Librarian can be of invaluable service in helping members select the Bible best suited for use. This should by all means be the American Standard Revision. He may also rec-

ommend suitable Bible Dictionaries, Commentaries and Concordances which will enable the student to use his Bible properly.

The Librarian can do no better than to coöperate with the Teacher in stimulating the daily reading of the Bible. He can furnish pledge and record cards, for daily Bible readers. He should also conduct frequent quizzes on the daily Bible reading course outlined by the Teacher.

Coöperating With Entertainer

The wide-awake Librarian has abundant opportunity to assist the Entertainer in planning literary entertainments. He may help arrange for debates, readings and sketches. If alive to the possibilities of his position he will have a record of the literary leanings of all members, thus making it easy to select men for this special work.

Advertising His Department

The Librarian will use the class bulletin to good advantage. One officer published all his plans under the heading, "Librarials," thus keeping up interest in his department. In this section he also published occasional quotations of famous authors about books.

Conditions in local classes may make it impossible to use all the plans here suggested. Some

classes may be able to use the Librarian in some ways not included in this chapter. No class should ever permit any office to exist without reason for its being. It is easily seen that the office of Librarian is important in the scheme of class organization—the work is there to be done. It is up to the class to elect a man to the office who will do it.

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Chapter Fifteen

ADVERTISING THE CLASS

1: WHAT IS ADVERTISING?

THE process of selling by means of publicity, we call advertising. Derived from the Latin, *adverto,* it literally means "to turn toward." Hence in its broadest sense advertising includes any effort made to attract attention toward that in which the advertiser is interested. Advertising may be and often is simply the spoken word. The class member who personally visits prospects and interests them in the class is advertising—the medium is of limited circulation, but it is advertising, just the same. The message set in type and placed in a newspaper, although multiplied many times in effect, yet lacks the living personality of face-to-face communication. Consequently both personal selling and the printed word are valuable in successfully advertising any commodity or service.

Classes of Advertising

All advertising divides itself naturally into two classes—publicity advertising and informative ad-

vertising. *Publicity* itself is of two forms: first the advertising which comes to an institution through disseminating news regarding it through the regular news channels, such as newspapers and the denominational press—in other words, "press agent" matter; second, regular display advertising in which simply the name of the article being advertised and possibly also a slogan or catch phrase, is made prominent with no effort to show why that particular article should be selected by the reader. In *informative advertising,* greater effort is made to convince the reader by means of logical reasons that the advertised article is superior to others of the same class. There is place for each of these classes of advertising in the work of the men's class.

II: SHOULD THE MEN'S CLASS ADVERTISE?

Yes, emphatically yes, the class should advertise. The Men's Bible Class has the best advertising proposition in the world to-day—Christianity. It is the one thing that all men need; it is the one thing that has within itself an appeal suited to every heart and mind.

We have the example of Christ himself to guide us. True, He used no newspapers or poster boards. He did, however, send His disciples out to tell the good news to all creation. He, too, at-

tracted attention to Himself by His startling teachings and the mighty miracles which He performed. *Jesus advertised.* The Bible to-day is the most effective piece of advertising literature the world has ever known—it has produced results that bring gasps of astonishment from the unbelievers.

The Men's Bible Class must scatter information about itself if it is to grow. The class aims and principles for which it stands must be "sold" to the men it desires to interest. It must give them facts about the class activities; it must show why the men of the community should be a part of the organization. In our complicated social order it is impossible for individuals to carry class messages with the frequency required to make a permanent impression. Some form of the printed word must be relied upon to keep the class fresh in the minds of prospective members.

Through advertising the class name and motto becomes familiar to the entire neighborhood which it serves. Its influence is felt in all walks of the community life—even the least interested must recognize that the class stands for the higher, more permanent things of life.

Advertising, properly used, always brings big results. It is the big force in business to-day. The church is just beginning to realize the power in advertising. It played no small part in bringing suc-

cess in the recent financial campaigns conducted by the great religious bodies. It is time that the local churches and classes should also recognize more fully the possibilities of advertising when properly adapted to their organizations.

III: BASIC PRINCIPLES OF ADVERTISING

The first essential to successful advertising is a careful study of the product to be advertised. Those in charge of the class publicity must first study the class, its membership, and its aims. They must ascertain the conditions under which the class is working, in order to determine the proper application of advertising methods. Next there must be an investigation of the possible prospects—who are they, where are they, what are their occupations and their attitudes toward the church. After all these conditions are known, comes a determination of the ways and means of reaching the prospects by advertising.

Advertising must attract favorable attention and awaken interest. A class might hire a circus clown to perform on a busy corner and so attract attention for the presentation of a message, but it is questionable whether such attention would create much respect for the class. The appeal must be in keeping with the dignity of the class. It must be

a legitimate appeal awakening a genuine interest in the class work, or it fails in its purpose.

Class advertising must create a desire for the things the class has to offer. To that end all advertising should be as interesting as it is possible to make it—the writer must make the reader actually feel the power of the class. The class publicity man must consequently be one of the most interested men in the class.

If the class advertising does not carry conviction no lasting impressions can be made. All advertising should fairly bristle with live facts about the organization—things it has done, rather than things it plans to do.

The advertising of a Bible class should above everything inspire confidence. No exaggerations nor misstatements should be permitted under any conditions. Insincere, high-sounding phrases never fool any one.

The final purpose of advertising is to influence to action. The prospect should be invited to attend class, send in a reservation for a plate at a banquet, be challenged to enter into a class discussion or in some other way induced to *do something.* No matter how little a prospect does in reply to advertising, it will be easier to make him do more the next time.

It is preferable that all advertising be brief—most men are busy and are more willing to read

something that is short and snappy, than a long treatise. "Build each advertisement about one definite point," is a good rule to follow.

Experiments have shown that experiences are quickly forgotten. Therefore in order to secure full value from advertising there must be frequent repetition. Not only that, but one forgets as much in the first ten units of time following an experience, as he will during the next twenty-five. The class must then use advertising more frequently at the beginning of a special campaign than later on.

The class must use all the advertising media that will serve its purpose. This may include newspapers, the denominational press, class papers, posters, movie slides, letters, printed cards, circulars, booklets, and street car cards. Not only should the class accept the courtesy of the news columns of the newspapers, as outlined later, but it should also use paid advertising space as liberally as possible.

IV: THE REPORTER

Class publicity is in charge of the Reporter. A prime requisite for election to this office should be the ability to write correctly, convincingly and entertainingly. Often the Reporter must write all publicity matter, and it is usually necessary for him to rewrite all contributed material to suit his needs.

The Character Builder

Issued every Thursday by the CHARACTER BUILDER BIBLE CLASS, Madison Heights M. E. Church Claybrook and Monroe.

VOL. V. MEMPHIS, TENN., DECEMBER 2, 1920 No 8

Character Builders Respond to Call For Funds—$5,000 Is Still Needed

Many Say "Count On Me" at Sunday Service and Remit for Balance of Pledge In Order to Save Interest of $62.50 Per Month.

Character Builders, as usual, are responding most generously to the call for payment in full or part of the building fund pledges.

But more help is needed. Only about $2,500 of the $7,500 needed has been paid in. We must have $5,000 more by next Monday in order to save the class $62.50 per month interest charge.

MANY COME TO RESCUE

When Dr Bigger on last Sunday told of the need of the funds and asked Character Builders present to say "Count on me" for their pledge in full or part, there was an immediate response. Taylor Malone, Norman Monaghan, Clarence Banning, E. C. Bondurant, S. S. Sherrod, Kenneth McRae, E. R. Avery, Dr. Bigger and many others turned in their names to Sam Jackson and checks were written out this week for the various amounts which total over $2,500.

IF YOU CAN'T PAY ALL PAY PART

Remember that it doesn't take the payment of your full pledge to put this thing over but that payment of just one installment, or two, will help and help a lot. If your subscription is only $10 you have done your part just as well as the fellow who has subscribed a $1,000, so don't wait but send in your check today for whatever part of your pledge you can pay, no matter how small or how large.

A LETTER FROM A C. B

"I am one of the fellows who joined the Character Builder class after the building was practically completed," writes Clyde Bland, Room 714, Grand Central Station. "I don't feel like I could say it was OURS unless I contributed something toward paying the bill.

"Enclosed find my check for $25, with best wishes for the class."

That's the spirit. Get in on this new building, all you new C. B 's. No matter how small or how large, it will be appreciated and will make you feel that part of that building belongs to you.

ACT NOW.

Don't wait, Character Builder, but mail your check today. It's a business proposition.

Pay Up Now . . . . . Make a Character Builder Xmas Gift

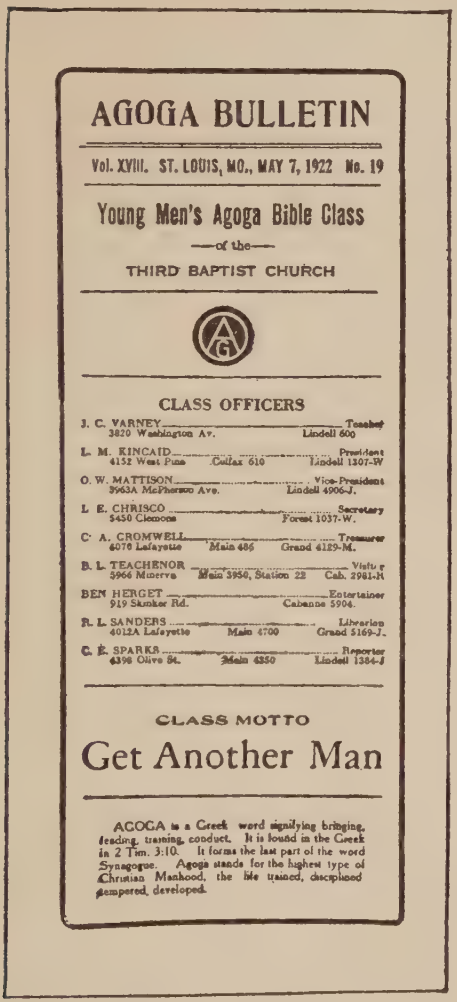
FIGURE II—FRONT PAGE OF A CLASS BULLETIN.

He should have what the newspaper folks call "a nose for news"—that is, he must be able to recognize which particular class happenings are of interest only to class members, which carry community interest, which have possibilities of wider denominational interest, and which are valueless. The present writer has seen all varieties of reporters—those who failed to see news in such items as a class President or Teacher being placed upon a Convention Program, those who saw no value in using newspapers to chronicle the events of the class, and those who could "dig up" more news from a small class than the class paper could accommodate. The latter type of Reporter is a rare specimen. If the man elected to the office is really willing, he may by a little thinking and some reading make a very acceptable publicity man. It is necessary, however, that the Reporter be absolutely wide-awake at all times, ready to utilize every opportunity to bring the class and its work into public attention.

V: THE CLASS PAPER

Its Place

As a means of stimulating class spirit and interest, it is hard to "beat" the class paper. Here will be published not only the important announcements, but also those little interesting happenings among



AGOGA BULLETIN

Vol. XVIII. ST. LOUIS, MO., MAY 7, 1922 No. 19

Young Men's Agoga Bible Class

—of the—

THIRD BAPTIST CHURCH

CLASS OFFICERS

J. C. VARNEY ..... Teacher
3820 Washington Av. Lindell 600

L. M. KINCAID ..... President
4152 West Pine Cullax 610 Lindell 1307-W

O. W. MATTISON ..... Vice-President
3963A McPherson Ave. Lindell 4906-J.

L. E. CHRISCO ..... Secretary
5450 Clemens Forest 1037-W.

C. A. CROMWELL ..... Treasurer
4076 Lafayette Main 486 Grand 4129-M.

B. L. TEACHENOR ..... Visitor
5966 Minerva Main 3950, Station 22 Cab. 2981-R

BEN HERGET ..... Entertainer
919 Skinker Rd. Cabanne 5904.

R. L. SANDERS ..... Librarian
4012A Lafayette Main 4700 Grand 5169-J.

C. E. SPARKS ..... Reporter
4396 Olive St. Main 4350 Lindell 1384-J

CLASS MOTTO

Get Another Man

AGOGA is a Greek word signifying bringing, leading, training, conduct. It is found in the Greek in 2 Tim. 3:10. It forms the last part of the word Synagogue. Agoga stands for the highest type of Christian Manhood, the life trained, disciplined tempered, developed.

FIGURE 12—FRONT COVER OF AN EIGHT-PAGE CLASS PAPER.

the members. As those who belong to the class see in cold type just what the class is accomplishing, they realize more than would otherwise be possible, the influence of their organization—a feeling of respect for the class is created where perhaps apathy had formerly existed. The class periodical represents a continuous history of the class, its work, its members and its achievements. Properly handled, it can be made a real force in the church and the community.

Management

The Reporter will probably have charge of the class paper himself, although in large classes he will have one or more assistants to handle certain phases of the work, such as sporting news, news of entertainments and news from related organizations. The Reporter ought not to be expected to secure all items for the class paper himself. All members should be impressed with the importance of giving him such news items as come to their attention; he should solicit occasional articles for publication as indicated later in the chapter; then he will have only the effort of properly arranging this matter for the printer.

Types of Papers

Several types of class papers are being used with good results. Some strong classes issue splendidly

gotten-up eight-page class papers each Sunday; others issue only four-page papers. A number of smaller classes find a monthly issue well suited to their needs. Often a class that cannot afford a printed paper, publishes a bulletin, reproduced from a Mimeograph or other duplicating machine. In some cases the paper has the outside pages of a standard design, that needs no change from week to week. These they have printed for an entire year. Then by means of the duplicating machine, they put the fresh matter on the inside pages from week to week. One small class bought a hand duplicator of the wax type, and duplicated a number of hand written bulletins each week. The class will, of course, adopt the method best suited to its needs.

A number of Sunday Schools publish school papers. In that case the Reporter should secure sufficient space in the publication for the live class news. Or if the church has a bulletin, the class may be assigned a portion of it for their use.

Editing the Paper

The editorial contents of the class paper determine its standing. If the paper is to be merely a reprint of poems or other clipped matter, it will be accepted with a spirit of apathetic tolerance; if it is filled with utterly ridiculous jokes and other silly matter it will be looked upon with derision. Unfor-

tunately, a class will sometimes have a Reporter who takes his office so lightly as to waste class funds in just that manner—the sooner the class asks for his resignation the better for the class. The paper represents the organization—its editorial policy should be such as accurately reflects the purpose of the class.

The Reporter should aim to make the class paper informative. News items about the class and its members, both serious and humorous, will be given a large place in its columns. If a member does something at a class meeting that is really funny, put it in the paper so that all can laugh—but be careful that no feelings are hurt. The Reporter will find tact valuable at all times. Such facts as marriages, deaths in the family, sickness of a member or his family, removals of residence, business trips, special business accomplishments and promotions, members opening new business, election of members to church and school offices, should all be mentioned in the paper—and before the news becomes stale.

The regular course of study will be featured. There should be in every issue a brief outline of the lesson for the following Sunday, including also the daily Bible readings for the week. The Teacher will find the paper a great help in developing thought on the lesson by suggestive questions and in stimu-

AGOGA BULLETIN

Second Quarter, 1922

Prophets and Kings in Judah
SOUTHERN KINGDOM

Today's Lesson:

Condition of Permanent Peace
Isa. 2:2-4; 11:1-9.

Lesson For May 14th, 1922

Wise Methods of Reform.
2 Chron. 30:1-27.

A BIBLE MESSAGE DAILY.

M—2 Chron. 29:1-11. A Godly King's Edict.
T—2 Chron. 29:12-19. The Temple Cleansed.
W—2 Chron. 29:20-30. Sacrifices Presented.
T—2 Chron. 29:31-36. Sacrifices Offered.
F—2 Chron. 30:1-12. Call to Worship.
S—2 Chron. 30:13-27. The Solemn Assembly
S—Ps. 96:1-10 Joyous Worship.

THOUGHTS ON NEXT SUNDAY'S LESSON.

Getting back to the old-time religion—your mother's kind.

Honor Mother's Day by attending the Agoga Class, and discuss King Hezekiah, who led Israel back to God.

The Agoga Ticker

Attendance last Sunday	90
" previous Sunday	98
" a year ago last Sunday	82
Average attendance to date	87
" " last year	81
Visitors	17
Daily Readers	14
Offering last Sunday	$11.14

AGOGA DEGREES

The First Degree—When you join the class. Num. 10:29-32.
The Second Degree—When you "Get Another Man." John 1:40-45.
The Third Degree—When you get Agoga on your heart. John 15:1-14
The Fourth Degree—When you join the Third Baptist Church Acts 2.38-42

B. Y. P. U.

Tonight Group "O" has charge of the Young People's meeting, Clifford Brown leading. Judge Hill will speak.

This is the afternoon that we go to the Baptist Sanitarium to sing in the wards and lead the Vesper Services.

FIGURE 13—AN INSIDE PAGE FROM AN EIGHT-PAGE CLASS PAPER

lating daily Bible reading. There should also be a calendar of lesson courses. If space is limited the complete course titles may be published only at the beginning of the course, and the year's outline at the beginning of the year. One large class regularly devotes an entire page of the bulletin to the lesson, giving the complete outline of the current study course by weeks, outline for the following Sunday lesson, Bible readings for the week, and frequent succinct comments on the lesson. The Reporter will frequently find points of interest in the lessons that he will want to publish the following week. One class regularly published a brief synopsis of the lesson in the following week's issue of the class paper. Especially in the case of special or visiting speakers before the class, there should be published a good write-up of the talk.

The class bulletin is the ideal place for statistical information. Of first interest is the record of attendance and collection from week to week. In the Bulletin of the Agoga Class of Third Baptist Church, St. Louis, will be found the "Agoga Ticker," under which head is tabulated the attendance for the two preceding Sundays, and the corresponding Sunday of the previous year; the average attendance to date and the last year's average is given; there is a record of the offering for the last two weeks, the number of signed contributors,

number of members on time, number of visitors and the number of daily Bible readers. Another class includes the same information under the head of the "Pendulum." Figures presented in this way can be studied by the members, who take pride in keeping the average up to standard. Quarterly, semi-annual and annual cumulations of statistics will be found interesting for purpose of comparison.

It is stimulating to occasionally publish the names of those who are regular in attendance. One class did this monthly, listing those names under an Honor Roll. Names and interesting facts regarding any visitors present should also be included.

As the primary purpose of the class is to win men for Christ, there should be space for short evangelistic items, and stories of members who accept Christ should be specially featured. In some classes the statistics regarding church members and those who make a profession of faith are grouped under the "Lighthouse Record."

The class paper should carry brief reports of officers' meetings and class business meetings. The officers will want to put their plans before the class and the bulletin is the most satisfactory way of doing it. It is only in rare cases that a full representation of the class will be able to attend the regular business meetings—hence the importance of informing the absentees of what transpired—the class

bulletin in that way ties up the entire class and keeps the members informed about the various activities. The Reporter will remember, though, that the paper is not a secretary's minute book. His stories should contain only the essential facts of general interest to the class members or others among whom the paper circulates.

In the class paper, too, will be published abstracts of such regular officers' reports as contain matter of more than a routine nature. The Treasurer's report should be published monthly—the reports of other officers may be used at less frequent intervals.

Vacation time may be a period of a news famine or there may be an abundance of news, depending upon the coöperation the Reporter is able to secure. He should start early in the year to "hammer home" the importance of keeping the Reporter informed about vacation news. Those going on vacations should be urged to inform the Reporter when and where they are going, and also to write a letter or two while they are gone.

Special articles are good for occasional publication. At Thanksgiving time, the officers may be induced to write just twenty words on what they as class officers have to be thankful for. Members may be asked to write in fifty or seventy-five words "What the class means to me," and "What the class has done for me," the officers, the Pastor or the

Sunday School Superintendent may be requested to write special boosting articles from time to time.

A number of classes regularly publish their membership roll on one page of the class paper. It is questionable whether that is just the best way to use costly space. Advertisements are also published by many classes, to cover the cost of printing. While it is preferable to have a paper without advertising if possible, most class funds are insufficient to do this. In most cases advertisements can be made to pay for the bulletin. The work of securing the ads is treated in more detail under the head of the Treasurer's work.

Special Editions

It will occasionally be found desirable to issue special numbers of the class publication. For a number of years a large men's class published a rather pretentious annual edition of its class bulletin each June in celebration of Young Men's Day. This edition was finely printed on coated stock, illustrated with pictures of the class, its officers, clubs and teams, and contained interesting articles about the class work in all its varied aspects. It was really a complete text book on the conduct of a young men's class. Copies were kept on hand for distribution to new members during the year, and copies were always in demand among other classes. A

smaller class issued for a number of years special editions for its annual anniversary program; these contained data as to class organization, as well as

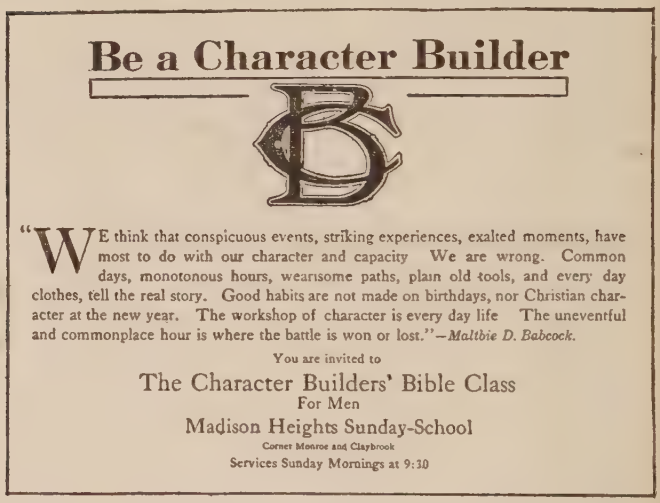

Be a Character Builder
"WE think that conspicuous events, striking experiences, exalted moments, have most to do with our character and capacity We are wrong. Common days, monotonous hours, wearisome paths, plain old tools, and every day clothes, tell the real story. Good habits are not made on birthdays, nor Christian character at the new year. The workshop of character is every day life The uneventful and commonplace hour is where the battle is won or lost."—Maltbie D. Babcock.
You are invited to
The Character Builders' Bible Class
For Men
Madison Heights Sunday-School
Corner Monroe and Claybrook
Services Sunday Mornings at 9:30

FIGURE 14—ADVERTISING HANGER FOR USE IN STORES AND OTHER PLACES WHERE MEN CONGREGATE.

historical matter. For the annual banquet, the special edition contained the menu, program and songs. At the Christmas and New Year season, a special edition containing matter appropriate to the time and also the report of the annual election was distributed.

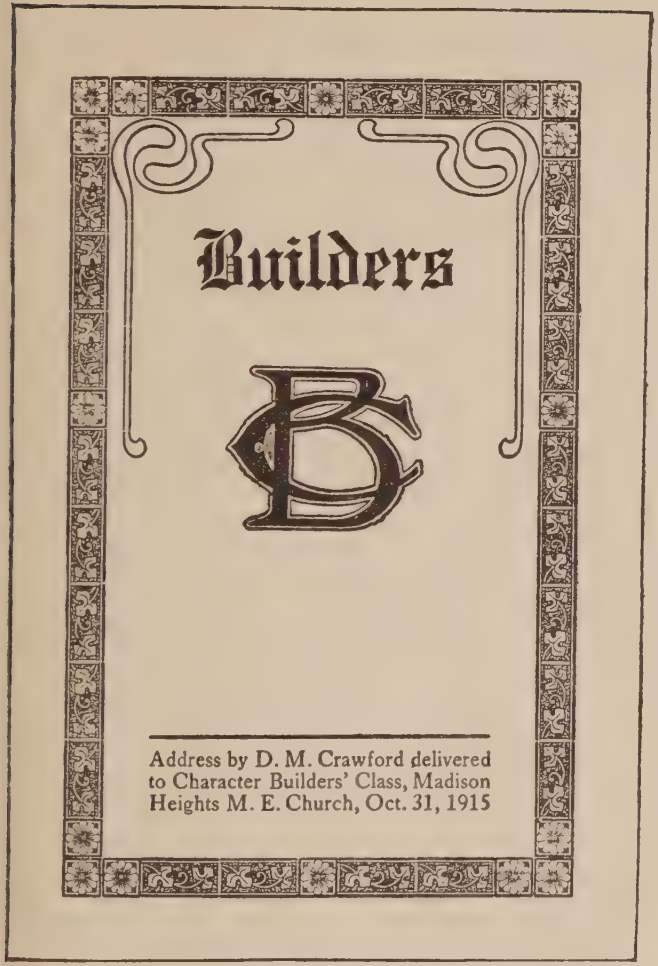


FIGURE 15—REPRINT OF A SPECIAL ADDRESS USED FOR ADVERTISING THE CLASS—ONE WAY FOR A CLASS TO GIVE "SAMPLES."

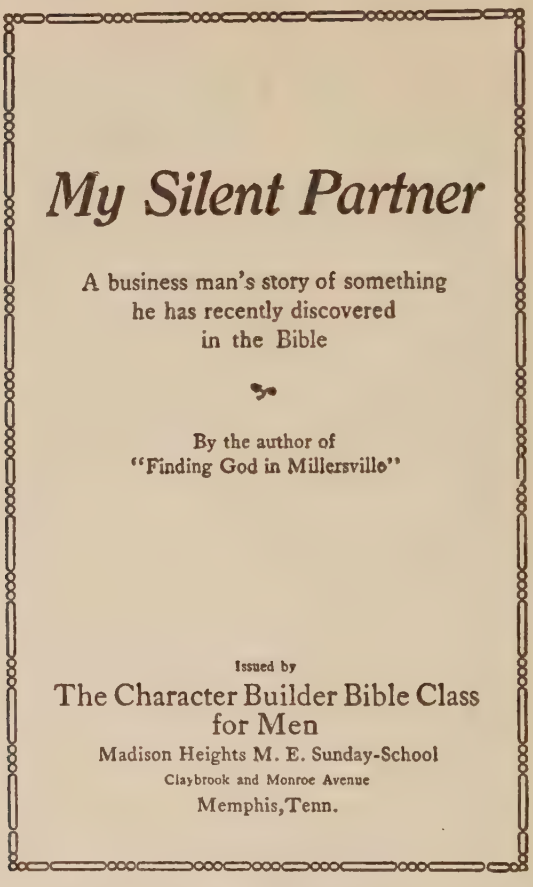


FIGURE 16—COVER OF AN ADVERTISING BOOKLET

VI: USING THE NEWSPAPERS

The daily or weekly newspapers are a source of publicity that is often overlooked. In small towns, the weekly paper is glad to receive news of the class affairs—often this news is virtually the only real news in the paper. In cities where daily papers are published, space is also available for news items. The space granted will not be as large as in the smaller papers, but if the matter submitted has news value, that is if it may interest the public, it will be printed. A number of papers publish, once or twice a week, a religious column for this class of matter. Such items as elections, special programs, special courses of study on subjects of general interest, addresses by speakers of renown, and the like, are always acceptable.

The Reporter will coöperate with all the other class officers in giving full publicity to the work of the class. He will assist the Vice-President in the advertising of membership campaigns; the Visitor in his Rally Day plans; the Entertainer on special plans, banquets, socials, receptions, etc.; the Teacher in special teaching plans, and the President in his evangelistic work. As long as the matter is NEWS of general interest the newspapers are glad to publish it. The Reporter should not fail to use this privilege. In writing up matter for the papers,

don't try "fine" writing. Give the facts as clearly as possible, use a typewriter or write very legibly, and write only on one side of the paper. Address news items to the Religious Editor of larger papers, or the City Editor of smaller papers.

News likely to be of interest to other classes

FIGURE 17—"TICKLER"—FIRST OF A SERIES OF DIRECT MAIL PIECES.

should by all means be sent to the state and other denominational papers; the denominational editors are specially anxious to receive information about new plans successfully worked by a class, or new applications given to old plans. It will often be possible to have the class picture published in the state paper or the class magazines issued by the publishing houses.

Newspapers

If the class can afford it, it will be a most excellent idea to buy a little newspaper space for a regular class advertisement. Such advertising will be of

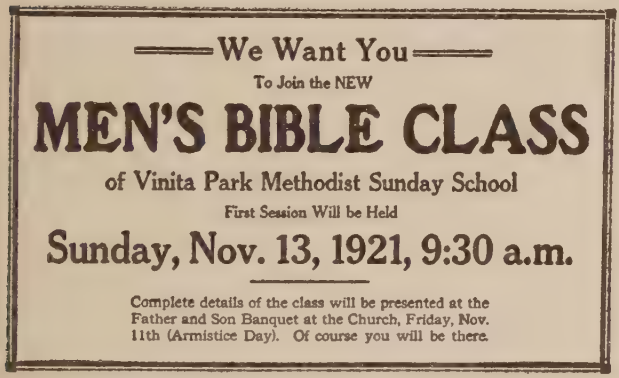

We Want You
To Join the NEW
MEN'S BIBLE CLASS
of Vinita Park Methodist Sunday School
First Session Will be Held
Sunday, Nov. 13, 1921, 9:30 a.m.
Complete details of the class will be presented at the Father and Son Banquet at the Church, Friday, Nov. 11th (Armistice Day). Of course you will be there.

FIGURE 18—SECOND PIECE OF A MAILING SERIES.

little value if placed in metropolitan papers unless the class is centrally located and draws from the entire city for its membership or is located in the hotel district. In smaller cities such advertisements, well displayed and pleasingly written will be productive of good results. Well-handled advertising will not in any way detract from the dignity that one naturally expects in connection with a Bible Class.

Bulletins

A well designed class bulletin board is an excellent advertisement. If well located, at railroad stations, electric car termini, near hotels, near parks where young men go to play ball, etc., many men will be sure to see the class message. If no locations of that sort are available, a board can always be located on the church property, provided it is dignified in its appearance. Copy on the board should be changed at frequent intervals. If a painted board is used, it should be repainted at least every six months. Let the board reflect the class—people will judge the class by it—keep it neat at all times.

Direct Mail

The live class will conduct regular direct mail campaigns for members. In such cases the Reporter must work closely with the officers in charge, the Vice-President and Visitor. A choice list of prospects will be built up through the Vice-President's department. These men will be mailed letters, cards and circulars at frequent intervals. Study course outlines, printed on cards, make effective mail pieces, and are also suitable for placing in stores where men can pick them up.

Posters

The Reporter may even place cards in barber shops and slides in picture shows. There is no

WE WANT YOU

Sunday, Nov. 13, 1921, is to be an outstanding day in the history of Vinita Park Methodist Sunday School.

It will register the first session of a Men's Bible Class in our school.

We expect to enroll every man of Protestant belief in the community.

You know therefore we are going to get you "eventually, why not now?"

Be sure to attend the Father and Son Banquet at the Church, Friday, November 11th (Armistice Day), 7 o'clock, where full details will be announced. Supper 50c; everything else, including a good time, free.

FIGURE 10—THIRD PIECE OF A CLASS CAMPAIGN.

place where men are that the class should not make an effort to get them. Posters should be placed in prominent stores in the vicinity—if the class has members of artistic talents, they can readily make all the posters the class needs.

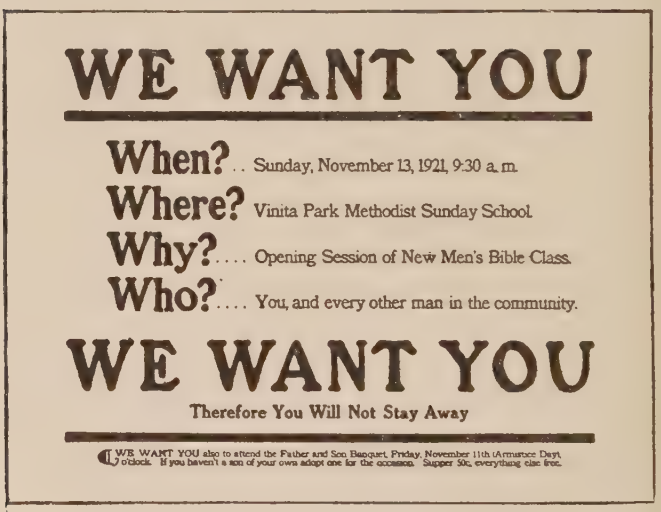

WE WANT YOU
When?.. Sunday, November 13, 1921, 9:30 a. m.
Where? Vinita Park Methodist Sunday School
Why?.... Opening Session of New Men's Bible Class.
Who?.... You, and every other man in the community.
WE WANT YOU
Therefore You Will Not Stay Away
WE WANT YOU also to attend the Father and Son Banquet, Friday, November 11th (Armistice Day), 6 o'clock. If you haven't a son of your own adopt one for the occasion. Supper 50c, everything else free.

FIGURE 20—FINAL PIECE OF A MAIL CAMPAIGN.

Note that each piece tells the story differently from the others, but that the repetition of "We Want You" makes the effect cumulative.

Printed Matter

The Reporter will work closely with the other officers in planning circular matter that they need in their work. He is the man who has charge of everything pertaining to the use of printers' ink. He will plan and have printed programs, menus,

tickets for entertainments, literature for the Vice-President, Visitor, Teacher, Entertainer or other officers needing special literature. Special forms will usually be planned by the particular officers needing them.

It will be seen that the Reporter's work is of equal importance to that of any other officer. If the Reporter is not awake and permits opportunity for publicity to pass unused, the class attendance will fall off, and the class itself will become just another class in one of the Sunday Schools. On the other hand, he can by judicious advertising, increase the influence of the class and make it the best known, most talked of institution in the community.

BIBLIOGRAPHY

PUBLICITY HANDBOOK FOR SOUTHERN BAPTISTS—(Free).
REISNER—"Church Advertising."
BARCLAY—"Adult Worker and His Work," Chapter XIX.
BLICK—"The Adult Department," Chapter VII.
PIERCE—"The Organized Adult Bible Class," Appendix.
STELZLE—"Principles of Successful Church Advertising."
SCOTT—"The Theory of Advertising."
ROSS—"The Writing of News."
ELLIOTT—"How to Advertise a Church."
S. ROLAND HALL—"Writing an Advertisement."
SMITH—"Church and Sunday School Publicity."

Appendix A

ADDRESSES YOU NEED TO KNOW

Abingdon Press (M. E.), 150 Fifth Ave., New York City.

Association Press, 347 Madison Ave., New York.

Erker Bros., 608 Olive St., St. Louis, Mo. (Lantern slides.)

Friends' General Conference, 150 N. 15th St., Philadelphia, Pa.

International Sunday School Council of Religious Education, 1516 Mallers Building, Chicago, Ill.

Judson Press (Northern Baptist), 1701-03 Chestnut St., Philadelphia, Pa.

Keystone View Co., Meadville, Pa.

McKinley Publishing Co., 1619-1621 Ranstead St., Philadelphia, Pa. (Outline Maps.)

National Motion Picture League, 381 Fourth Ave., New York, N. Y. (Information regarding films suitable for use in Churches.)

The Perry Picture Company, Malden, Mass.

The Pilgrim Press, 14 Beacon St., Boston, Mass.

Religious Advertising Association, Columbia, South Carolina.

Fleming H. Revell Company, 158 Fifth Ave., New York City.

Charles Scribner's Sons, 597-599 Fifth Ave., New York City.

Sunday School Board, Southern Baptist Convention, 161 Eighth Ave., N., Nashville, Tenn.

University of Chicago Press, Chicago, Ill.

Westminster Press, Witherspoon Bldg., Philadelphia, Pa.

Appendix B

SUGGESTIVE CONSTITUTION AND BY-LAWS

ARTICLE I. NAME

This class shall be known as the.....Class of the.....Sunday School of the..... Church at.....

ARTICLE II. OBJECT AND MOTTO

The object of this class shall be Bible study, Evangelism, Christian fellowship and the promotion of practical Christian living among men. The class motto shall be: "....."

ARTICLE III. MEMBERSHIP

Sec. 1. Any man between the ages of 25 and 35 may become a member of this class on presentation of name, and election by unanimous vote of the members present.

Sec. 2. Any one desiring to encourage the work of this class may become an honorary member on presentation of name and election by unanimous vote.

Sec. 3. No members are to be dropped from the class roll, until a thorough investigation of causes of absence has been made, and a unanimous recommendation to drop the name be made by the Executive Committee.

ARTICLE IV. OFFICERS

Sec. 1. The officers of this class shall be the following: Teacher, President, Vice-President, Secretary, Treasurer, Visitor, Librarian, Entertainer, and Reporter.

Sec. 2. These nine shall constitute an Executive Board. They shall have general supervision of the work of the class and shall have power to fill all vacancies between elections. Any five members of this board shall constitute a quorum.

ARTICLE V. ASSISTANTS

Sec. 1. The Executive Board shall meet within one week after their election, and shall select members of the class to serve with the officers as assistants.

Sec. 2. In making these selections, effort shall be made to assign, as far as practicable, every member of the class to duty as assistant to one or more of the officers.

ARTICE VI. DUTIES OF OFFICERS

Sec. 1. The Teacher shall have charge of all educational work of the class, and be advisor and friend to every member. He shall be consulted on all matters of importance.

Sec. 2. The President shall preside at all meetings of the class, have the direction of the personal work, and devotional interests, and be the general class executive. He is also chairman of the Executive Board.

Sec. 3. The Vice-President shall have charge of

membership increase. He shall secure new members and introduce them to the other members of the class. He shall also act as President in that officer's absence.

Sec. 4. The Secretary shall have charge of the class records. He shall keep a roll of the members, preserve minutes of all meetings, mark the records, and attend to all business correspondence.

Sec. 5. The Treasurer shall have charge of all moneys. He shall see after the regular and special contributions, and shall seek to promote the grace of liberality.

Sec. 6. The Visitor shall have charge of class visitation. He shall look after absent members, and shall also aid members in securing employment.

Sec. 7. The Librarian shall have charge of the class library. He shall see to the distribution of Bibles, song books and papers, shall seek to promote the reading of wholesome literature, and preserve a file of class publications and other printed matter.

Sec. 8. The Entertainer shall have charge of class recreation. He shall arrange for music, socials, receptions, lectures, athletics, and the like.

Sec. 9. The Reporter shall have charge of class advertising. He shall see that due announcement is made of all meetings, and that items of interest are furnished to the papers. He shall also have charge of the editing of any class papers or the like.

ARTICLE VII. MEETINGS

Sec. 1. This class shall be a constituent part of the Sunday-school, subject to its rules and regulations, and shall meet at the regular Sunday-school hour, unless such other arrangement be made as

shall meet with the approval of the Superintendent and Pastor.

Sec. 2. Other meetings may be held as arranged by a vote of the class or by the Executive Board.

Sec. 3. A meeting may be called at any time by any five members of the Executive Board, provided notice be given at a previous Sunday meeting.

Sec. 4. A business meeting shall be held as often as every three months.

ARTICLE VIII. ELECTIONS

Sec. 1. Officers shall be elected annually, in the month of September, and elections shall be by majority vote.

Sec. 2. The Superintendent and Pastor shall be consulted in regard to choice of the Teacher, and his election shall be subject to their approval.

Sec. 3. The new officers shall be inaugurated at the regular business meeting following their election, and shall assume their duties at that time.

Sec. 4. Any officer shall be subject to removal from office upon two-thirds vote of the members present at any regular Sunday morning service or regular Get-together meeting, notice having been given at a previous regular Sunday morning service or regular Get-together meeting, and copy of same sent to officer in question.

ARTICLE IX. FINANCES

Sec. 1. This class shall contribute of its means in accordance with the financial plans of the Sunday-school.

Sec. 2. This class may also raise additional sums

of money for the prosecution of their work as a class.

ARTICLE X. AMENDMENTS

This Constitution may be amended by a two-thirds vote of those present at a duly authorized business meeting of the class, provided notice of such amendment shall have been given at such previous meeting.

BY-LAWS

(These By-Laws are those adopted by one particular class of men, and will hardly be suited to other classes just as they stand. They do, however, indicate the scope of the By-Laws.)

ARTICLE I. MEMBERSHIP

Sec. 1. Any young man, 25 to 35 years of age, wishing to become a member of this class, may do so after two consecutive Sundays' attendance, upon presentation of his name and election by unanimous vote of those members present.

Sec. 2. New members may be voted in at any regular Sunday morning service or at any regular class business meeting.

ARTICLE II. OFFICERS

Sec. 1. Each officer shall make a written report at every Get-together meeting of the work accomplished during the previous month.

ARTICLE III. MEETINGS

Sec. 1. The class shall have a Get-together meeting the third Tuesday in each month. These Get-together meetings shall be for the purpose of carrying on the business of the class, for furnishing entertainment, and for promoting sociability among the members. Twenty-five per cent of the resident membership shall constitute a quorum for the transaction of business at any class meeting.

Sec. 2. There shall be a meeting of the Executive Board at least once a month.

Sec. 3. Each officer shall call a meeting of his assistants at least every three months.

ARTICLE IV. ELECTIONS

Sec. 1. The annual election of officers shall be held at the September Get-together meeting.

Sec. 2. All elections shall be by ballot.

ARTICLE V. FINANCES

Sec. 1. Each member shall be expected to contribute, if financially able, twenty-five cents per month as dues, for carrying on the class work.

Sec. 2. The usual Sunday-school offering shall be taken each Sunday, and turned in to the School Treasurer.

ARTICLE VI. ORDER OF BUSINESS

Sec. 1. The business of this class shall be conducted according to the following order:

1. Prayer.
2. Roll call.
3. Reading of minutes.
4. Reports of officers.
5. Unfinished business.
6. New business.
7. Adjournment.

ARTICLE VII. AMENDMENTS

Sec. 1. These By-Laws may be suspended at any regular class meeting by a two-thirds majority vote of those present.

Sec. 2. These By-Laws may be amended at any regular class meeting by a two-thirds majority of those present, notice having been given at a previous regular meeting.

Appendix C

A SUGGESTED STANDARD OF EXCELLENCE

(Some of the Boards have denominational Standards of Excellence. The Class Officers should strive to meet such standard.)

I. Organization

(a) The class shall have the following officers with duties as specified:

Teacher—Instruction.
President—Executive and Religious.
Vice-President—Membership Increase.
Secretary—Records.
Treasurer—Finances.
Visitor—Holding membership.
Librarian—Literature.
Entertainer—Social Life.
Reporter—Publicity.

It is not necessary that the officers be known by these particular names, but the work should be covered as indicated.

(b) The Class shall be definitely connected with the Sunday School.

(c) The Class shall meet with the Senior or Adult Department of the school, either in the entire opening or closing worship service, according to the rule of the school.

(d) The Class shall be enrolled with the denom-

inational board, and shall display the class standard and certificate of enrollment.

(e) Age limits—18-25; 25-35; 35 and up.

(f) All offerings of the class shall be made into the treasury of the main school for general expenses, and for benevolences fostered by the school, except when the management of the school shall agree that a certain per cent of the offerings shall be kept in the class treasury, which shall never be more than twenty-five per cent (25%).

(g) The Teacher shall hold a New Standard Teacher Training Diploma, or possess equivalent training, or should be regularly pursuing this course. Adult specialization units should be included in the training work.

(h) The Teacher shall be uniformly punctual, with average attendance at least eighty-five per cent (85%). If to be absent, shall notify the department superintendent in time for a substitute to be secured.

(i) The class shall have its own room, isolated by walls or solid partitions, and properly furnished.

II. Service

(a) Bibles, and not "helps," shall be used in recitation of the lesson.

(b) The attendance shall average at least one-half the enrollment, in lieu of which, all absentees must be communicated with each week.

(c) The annual membership increase shall be not less than 15 per cent of the active membership. Newly organized classes, week-day classes, or additions to the Home Department of the Sunday School through class efforts may count toward this percentage.

(d) The class shall foster the work of Teacher Training, study classes or reading courses of the denomination, with a view to larger Christian service.

(e) 50 per cent of the class membership at preaching services.

(f) Definite, personal evangelistic efforts.

(g) Class membership urged to coöperate with the Church benevolences according to the Church plan.

(h) Some definite Christian work in the community.

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THE END

DATE DUE

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BV 1550 .M658 1923

Morse, F. Harvey.

The men's class in action

United Theological Seminary Library
MAIN BV1550.M658 1923
Morse, F. Har The men's class in action
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